

**THE EFFECTIVENESS OF ENGLISH CARTOON MOVIE  
TOWARD VOCABULARY SCORE AT THE SEVENTH GRADERS OF  
MTs MUSLIMAT NU PALANGKA RAYA**

**THESIS**

*Presented to Department of Education of the State Islamic Institute of  
Palangka raya in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan Islam*



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# **THE EFFECTIVENESS OF ENGLISH CARTOON MOVIE TOWARD VOCABULARY SCORE AT THE SEVENTH GRADERS OF MTs MUSLIMAT NU PALANGKA RAYA**

## **ABSTRACT**

This study is aimed to measure the effectiveness of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. The study included in quantitative Approach with Quasi Experimental design, especially non-randomized control group, pre-test and post-test. The problem the study was “Do the students taught by English Cartoon Movie get better vocabulary score than the students taught without English Cartoon Movie?”. The writer designed the Lesson Plan, conducted the treatment and observed the students’ score by pre-test and post-test.

The population of study was the seventh graders of MTs Muslimat Nu Palangka Raya which consisted of 3 classes that each class of 39 students. The writer chose VII-A as control class and VII-B experiment class which both as sample. The sample was determined using cluster random sampling technique. The writer applied T-test calculation to test the hypothesis to analyze the data.

The result of testing normality found asymptotic significance (0.121) that was higher than significance level ( $\alpha=0.05$ ). It could be concluded the data distribution was normal. The result of homogeneity showed that the significance observed (0.80) was higher than ( $\alpha=0.05$ ). It could be concluded that the data was homogeneous. The result of T-test using manual calculation found  $t_{\text{observed}}$  (3.5408684) and  $t_{\text{table}}$  at significance level of 5% (1.99). It meant  $t_{\text{observed}} > t_{\text{table}}$ . The result of T-test using SPSS 18.0 calculation found  $t_{\text{observed}}$  (3.201) was higher than  $t_{\text{table}}$  at significance level of 5% (1.99). It was interpreted that the alternative hypotheses ( $H_a$ ) stating there is significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was accepted and null hypotheses ( $H_o$ ) stating there is no significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was rejected, It is proved the value  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$ , either at significance level 5% or 1% ( $1.99 < 3.201 > 2.64$ ). It meant that teaching vocabulary using English cartoon movie gave significant effect on vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. It is recommended that the teacher apply this media teaching vocabulary.

**Key Term:** English Cartoon Movie, Vocabulary Score

**KEEFEKTIFAN FILM KARTUN BAHASA INGGRIS  
TERHADAP NILAI KOSAKATA PADA SISWA KELAS TUJUH  
DI MTs MUSLIMAT NU PALANGKA RAYA**

**ABSTRAK**

Penelitian ini ditujukan untuk mengukur keefektifan film kartun bahasa Inggris terhadap nilai kosakata pada siswa kelas tujuh di MTs Muslimat Nu Palangka Raya. Jenis penelitian ini adalah pendekatan kuantitatif dengan desain eksperimen-semu, tanpa pengacakan, kelompok kontrol, pra-uji-pasca-uji. Peneliti menyiapkan rencana pelaksanaan pembelajaran, melakukan pengajaran dan menghitung nilai siswa dari pra-test hingga pasca-test. Masalah penelitian adalah “Apakah siswa yang di ajarkan menggunakan film kartun bahasa Inggris mempunyai nilai kosakata yang lebih baik di bandingkan dengan di ajarkan tanpa film kartun bahasa Inggris?”.

Populasi dari penelitian ini adalah seluruh siswa kelas tujuh dari MTs Muslimat Nu Palangka Raya pada tiga kelas, masing-masing terdapat 39 siswa. Kemudian peneliti memilih kelas VII-A sebagai kelas kontrol dan VII-B sebagai kelas eksperimen yang keduanya sebagai sampel dengan menggunakan teknik sample acak Clustering. Peneliti menggunakan T-test untuk menganalisa data.

Hasil dari pengujian normalitas diperoleh nilai *asymptotic significance* (0.121) yang mana lebih tinggi dari tingkat signifikan 0.05. Oleh sebab itu dapat di simpulkan bahwa data distribusi dari penelitian ini adalah normal. Selanjutnya berdasarkan hasil pengujian homogenitas diperoleh hasil signifikan hitung (0.80) yang mana lebih tinggi dari ( $\alpha=0.05$ ). Dari hasil itu dapat di simpulkan bahwa data penelitian ini memiliki varian yang homogeny. Berdasarkan perhitungan menggunakan T-test pada penghitungan manual, diperoleh  $t_{\text{observed}}$  (3.5408684) Memiliki dan  $t_{\text{table}}$  pada level signifikan 5% (1.99). Itu berarti  $t_{\text{observed}} > t_{\text{table}}$ . Hasil T-test menggunakan perhitungan SPSS 18.0 di peroleh  $t_{\text{observed}}$  (3.201) lebih tinggi dari alternatif ( $H_a$ ) yang menyatakan bahwa ada efek yang signifikan pada Film kartun bahasa Inggris terhadap nilai kosakata pada siswa kelas tujuh di MTs Muslimat Nu Palangka Raya dapat di terima dan hipotesis nol ( $H_o$ ) yang menyatakan bahwa tidak ada efek yang signifikan pada film kartun bahasa Inggris terhadap nilai kosakata pada siswa kelas tujuh di MTs Muslimat Nu Palangka Raya di tolak. Ini terbukti dari nilai  $t_{\text{observed}}$  lebih tinggi dari  $t_{\text{table}}$  pada tingkat signifikan 5% atau 1% ( $1.99 < 3.201 > 2.64$ ). Ini berarti pengajaran kosakata dengan menggunakan Film kartun bahasa Inggris memberikan efek yg signifikan terhadap nilai kosakata siswa kelas tujuh MTs Muslimat Nu Palangka Raya. Ini dapat direkomendasikan bahwa guru menerapkan media tersebut dalam mengajar kosakata.

**Istilah Kunci:** Film Kartun Bahasa Inggris, Nilai Kosakata

*MOTTO*

*Geníus is One Percent of Inspíration  
And Nínety Níne Percents of Perspíration*

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## **DEDICATION**

This thesis is Dedication to All My Special People around Me

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## **LIST OF ABBREVIATION AND SYMBOLS**

DF	:	Degree of Freedom
MTs	:	Madrasah Tsanawiyah
IAIN	:	Institute Agama Islam Negeri
SPSS	:	Statistic Product and Service Solution
F	:	Frequency
x	:	Midpoint
X	:	Mean
Me	:	Median
Mo	:	Modus
SD	:	Standard Deviation
SEM	:	Standard Error of Mean

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discusses: Background of the study, Problem of the study, Objective of the study, Significance of the study, Hypothesis of the study, Variable of study, the limitation of the study, Operational Definition of Key term, and Frame of discussion.

#### **A. Background of the Study**

English is one of the international language that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

For Indonesia, English is a foreign language. English is taught at schools from elementary school up to university. It is just learnt in the school with limit of time. As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If strategy is not suitable with situation of the class, the teaching and learning will not be successful.

As a foreign language, English has to be learnt in every grade of education. Indonesia students should have a better ability of English, because they have learnt it for many years. But, the fact is far from hope. Most of Indonesian students cannot master it well. When someone learns a foreign language, he or she often faces

interference. For example, when he or she tries to use foreign language in active or passive way. As stated before, Indonesian students learn English as the foreign language. Therefore, it is a new language for them, that is why they get some difficulties and they also need much time to learn in a better way.

Indonesian students are expected to be able to fulfil four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading, and to communicate our feeling, need, and desires through speaking and writing. It means that the vocabulary plays an important role in English language system.

Vocabulary is one of the language elements that is very important for learning English. Vocabulary is one of important aspects in teaching language. Lyne Cameron stated that “Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because if we want to be able to speak, write and listen nicely we have to know vocabulary first”.<sup>12</sup>

According to Stephen D. Krasen “Vocabulary is basic to communication if acquirer do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. It is also very important for the acquisition process”.<sup>13</sup>

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<sup>12</sup> Lyne Cameron. 2001. *Teaching Language to Young Learners*. New York: Cambridge University Press, 2001, p. 11.

<sup>13</sup>Stephen D Krashen, *The Natural Approach Language Aquisition In Classroom*. Toronto: Pengamon Press, 1993, p. 11.

Glories stated that, vocabulary is the stock of words used by a people or by a particular class or person.<sup>14</sup>

Based on National Education Curriculum in 2006 called KTSP (Kurikulum Tingkat Satuan Pendidikan), the Indonesian government gives the autonomy to every school to arrange and control it in teaching learning activity. There are four skills that should be master by the students, they are listening, speaking, reading, and writing.

Students who want to be able to communicate in English well must have wide range of vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.<sup>15</sup> Only with sufficient vocabulary the students can express their ideas effectively, can understand the language task and foreign language conversation. The students have lack vocabulary; they are have the difficult in learning and understand the foreign language. When the students do not know the ways to increase their vocabulary they are lose their interest in learning foreign language, because they cannot understand the foreign language words. So, vocabulary is very important in learning foreign language.

David Wilkins summarise up the importance of vocabulary learning. According to David Wilkins, “without grammar very little can be convey, without vocabulary nothing can be convey”.<sup>16</sup> In Aqidatul Husna thesis, Jeremy Harmer states that “If language structures make up skeleton of language, then it is vocabulary than provide

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<sup>14</sup> Glories. *The Glories Webster International Dictionary Of English Language Volume II*, United State of America, New York : The English Language Institute Of America inc 1974, p.

<sup>15</sup> Scott Thornbury, *How to Teach Vocabulary*, London: Longman, 2002, p. 13.

<sup>16</sup> Jeremy Harmer, *How to Teach Vocabulary*, England: Bluestone Press, 2002, p.13.

the vital organs and the flesh”. It shows that vocabulary is very important, even though people have good ability in structure, but they do not have enough vocabulary to express their idea, the structure are useless.<sup>17</sup> It means that, people have large amount of vocabulary, people can be express their idea precisely, and of course, it is very helpful for them, whether in listening, speaking, reading or writing skills.

Teaching vocabulary is not easy for teachers, but the students usually get bored of learning vocabulary. The teacher should device a good exercise or a way of teaching vocabulary, so that students will enjoy and understand the learning process well.

Appropriate media are necessary to make the teaching and learning process effective. Various techniques and media create good atmosphere in classroom so that the students are motivated to learn more new words in fun and enjoyable situation.

London Holmes stated that “Cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws”.<sup>18</sup> The writer use cartoon movie as a media to teach vocabulary.

Pande Ramakumara stated that, “Cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of critizing a person or event with

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<sup>17</sup>Aqidatul Husna, *Enriching Students' Vocabulary by using Word Cards*, Jakarta: The Faculty of Tarbiyah and Teachers' Training, 2011, p. 1.

<sup>18</sup> London Holmes, *An Introduction to Sociolinguistics*, 1992, United State of America: Longman Group Limited, p. 285.

some thoughts. A cartoon movie is a special form of art to present amusing appearance with the help of colorful moving diagram exaggerated”.<sup>19</sup>

According Margono stated that movie is a good alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes. The advantages of using movies, besides strengthen their understanding of those new vocabulary, the students can also learn the visual image of the things they learn so that they will remember the words, the meaning and how to use those words in their daily life. Media such as a movie has a very significant role to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. By using cartoon movies, they will learn new vocabulary as well as the visual images to help their understanding. Although, these kind of learning techniques give a lot of advantages, but still teachers need to be aware of some features of the movies which can be the disadvantages of learning. The writer hopes that with the use of English movie they will become more active as participant and more confident in express their feeling.<sup>20</sup>

The writer conducted the study in MTs Muslimat NU Palangka Raya especially at the seventh grade students. The writer choose the seventh graders of MTs Muslimat NU Palangka Raya, because based on pre-observation; the teacher stated

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<sup>19</sup>Pande, Ramakumara, *Nepalase Cartoons: Himalayan Humour Sense of Humour Series*. Michigan: Universitas Michigan. Ratna Pustaka Bandar, 2008, p. 5.

<sup>20</sup>Margono, *The Effectiveness of Teaching English Verbs By Using Cartoon Film*: Unpublished Paper, 2010, p. 5.

that the students have lack vocabulary, so the students are not able to fulfill achievement of competency into syllabus. The teacher still uses conventional method when she teaches to the students. It make the students very bored in learning of English because they only hear what the teacher said.<sup>21</sup> The writer hope by using cartoon movie media the students can learn English more enjoy during the English learning process especially in vocabulary.

Because of that, the writer tried to use cartoon movie that has many advantage:

### **1. Seeing language-in-use**

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic feature gives valuable meaning clues and helps viewers to see beyond what they are listening to, and thus interpret the text more deeply.

### **2. Cross-cultural awareness**

A movie uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British „body language“ when inviting someone out, or how Americans speak to waiters. Movie is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

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<sup>21</sup>The writer did pre-observation, on Maret 04<sup>th</sup> 2015, at 09:00 am.

### **3. The power of creation**

When students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding them doing new things in English.

### **4. Motivation**

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.<sup>22</sup>

Based on the reasons above, the writer conducted the title on this research is: **“The Effectiveness Of English Cartoon Movie Toward Students’ Vocabulary Scores At The Seventh Graders Of MTs Muslimat Nu Palangka Raya”.**

### **B. Problem of the Study**

Is there any significant effect of English cartoon movie toward students’ vocabulary scores at the seventh graders of MTs Muslimat Nu Palangka Raya?

### **C. Objective of the Study**

To measure and describe the effect of English cartoon movie toward students’ vocabulary scores at the seventh graders of MTs Muslimat Nu Palangka Raya.

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<sup>22</sup> Harmer, Jeremy. *The Practice English Language Teaching*. New York; Longman. 2004. p. 282

## **D. Significance of the study**

The writer expects that this research can give benefits, both theoretical and practical :

### **1. Theoretical Significance**

The result of this study is expected to give contribution to support the theories about using cartoon movie in teaching English vocabulary.

### **2. Practical Significance**

Practically, the study is expected to be significant for the students, teacher and future researcher.

#### **1) Students**

By learning vocabulary using cartoon movie, the students be more interested, because movie can tell expert's voice while watching his/her appearance.

#### **2) Teacher**

It will give them a description about how to teach and to motivate the students to learn about English especially in vocabulary learning, they will not be stuck only in some particular teaching strategies. The use of media, in this context "cartoon movie" could be a good alternative or variation in teaching vocabulary, where it will make the students enjoy following the lesson.

#### **3) Future Researcher**

This study can be a source for future study in finding the descriptive view about cartoon movie especially for the further researchers who conduct the similar topic.



## **E. Hypothesis of the Study**

The hypothesis of this study is divided into two categories. They are Alternative hypothesis and Null hypothesis.

### **1. Alternative Hypothesis (H<sub>a</sub>)**

There is significant effect of English cartoon movie toward student's vocabulary scores at the seventh graders of MTs Muslimat Nu Palangka Raya.

### **2. Null Hypothesis (H<sub>o</sub>)**

There is no significant effect of English cartoon movie toward student's vocabulary scores at the seventh grades of MTs Muslimat Nu Palangka Raya.

## **F. Variables of Study**

A variable is construct or a characteristic that can take on different values or scores. The most important classification of variables is on the basis of their use within the research under consideration, when they are classified as independent variables or dependent variables. Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variables, which is the outcome. In experiment study, the treatment is the independent variable and the outcome is the dependent variable.<sup>23</sup>

The variables of the study are :

1. Independent variable: English cartoon movie (x).
2. Dependent variable: Students' vocabulary score (y).

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<sup>23</sup>Donal Ary, Lucy Cheser Jacobs, and CrisSorensen,*Introduction to Research in Education*, p.

So, the research had two variables that independent variable (X) and dependent variable (Y). Independent variable is using cartoon movie (X). Dependent variable is students' vocabulary score (Y).

#### **G. Scope and Limitation of the Study**

In this study, the writer focuses on seventh graders of MTs Muslimat Nu palangka raya as research subject. The research subject is seventh graders of MTs Muslimat Nu Palangka raya. The research object is limited on using English cartoon movie media in teaching vocabulary. Kinds of vocabulary are noun, verb and adjective.

#### **H. Operational Definition of key Term**

1. Effectiveness, the extent that a program or service is goals and objectives. In the present study, cartoon movie to have effects on vocabulary if the qualities of vocabulary using cartoon movie is different from the qualities of vocabulary without cartoon movie. The differences between the two vocabulary product are the result of cartoon movie. On the other hand, cartoon movies is said to have no effects on vocabulary if the qualities of the vocabulary using cartoon movie is same or almost the same as the qualities of vocabulary without using cartoon movie.

2. Cartoon is drawing dealing with current (in especially political) events in an amusing or satirical way, full-size preliminary drawing on paper, used as a model for painting, a tape story, a fresco, a mosaic, etc.<sup>24</sup>
3. Movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws. Movie is also the term we use to describe both a single work and an entire body of works through the material and in the medium.<sup>25</sup>
4. Cartoon movie is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.<sup>26</sup>
5. Vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act.<sup>27</sup>
6. Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. Without having proportional English vocabulary, students will get some difficulties in using English.<sup>28</sup>

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<sup>24</sup>Hornby, *Oxford Advanced Learner's Dictionary*, (London: Oxford University Press A.S, 1990) p. 179

<sup>25</sup> London Holmes, *An Introduction to Sociolinguistics*, 1992, United State of America: Longman Group Limited, p. 285.

<sup>26</sup>Poulson. *Cartoon Film*. Available at [www.cwrl.utexas.edu/poulson](http://www.cwrl.utexas.edu/poulson) accessed in January, 2010, p.12.

<sup>27</sup> M. Finnochiaro, *English as Second Language Form Theory to Practice*, New York: Regent Publishing Company .inc, 1974, p.2.

<sup>28</sup> Budi Setiawan. *Improving The Students' Vocabulary Mastery Through Direct Instruction*. Surakarta, sebelas maret university. 2010, p. 10.

## **I. Frame of Discussion**

The framework of the discussion these studies are:

- Chapter I : Introduction that consists of Background of the study, Problem of the study, Objective of the study, Significance of the study, Hypothesis of the study, Variable of study, The limitation of the study, Operational Definition of Key term, and Frame of discussion.
- Chapter II : The chapter consists of previous study, vocabulary (the nature of vocabulary, level of vocabulary, principles in teaching vocabulary, important of vocabulary, kind of vocabulary and assessing vocabulary, vocabulary mastery, the purpose of vocabulary mastery, assessing vocabulary mastery), cartoon movie (the nature of cartoon movie, advantage and disadvantage cartoon movie, kinds of cartoon movie, important of cartoon movie in language teaching, and principles in using cartoon movie in teaching vocabulary).
- Chapter III : This chapter consists of research design, variable of study, place of the study, population and sample, research instrument (tes, resech instruments try out and instrument reliability of the study), instrument validity of the study (face validity, construct

validity and content validity) data collecting procedure and data analysis procedure.

Chapter IV : this chapter consist of research findings and discussions, which consist of the data presentation, the result of data analysis, and discussion.

Chapter V : conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer discusses: previous study, vocabulary (the nature of vocabulary, level of vocabulary, principles in teaching vocabulary, important of vocabulary, kind of vocabulary and assessing vocabulary), vocabulary mastery (the purpose of vocabulary mastery and assessing vocabulary mastery) cartoon movie (the nature of cartoon movie, advantage and disadvantage cartoon movie, kinds of cartoon movie, important of cartoon movie in language teaching.

#### **A. Previous Studies**

Analyzing vocabulary skills in the mastery of language have been carried out. However, the selection and application of the procedure as a learning strategy must be appropriate and is something that must be done by a teacher. In accordance with this study topic, *“The Effectiveness Of English Cartoon Movie Toward Students’ Vocabulary Scores Of The Seventh Graders Of MTs Muslimat Nu Palangka Raya”* written to complement the studies that have been done before. Some studies used a literature review in this study, as follow:

The first literature review used is action research conducted by Yunita Widyawaty with the title, *“The Use Cartoon Movie to Improve Students’ Vocabulary Mastery”*. The result of this research teaching English in junior high school is introducing English as the first foreign language to junior high school students in order to be able to communicate simple English, So the teacher of junior high school

should have appropriate method in teaching English . This study is focused on the method of teaching vocabulary by using Cartoon Movie to improve student's vocabulary mastery. The method of research used in this study is action research. From this study, Researcher could take the conclusion that there was a significant difference between pre test and post test. The mean of post test is greater than the mean of pre test both in cycle I and cycle II. In cycle I is 5.6 and cycle II is 7.6. Both of them is greater than *t-table* with  $n = 31$  is 2.04. The role of media is very important to increasing achievement vocabulary mastery. Therefore, to help the students to remember vocabulary and practice in learning language, So, they was study vocabulary more easy and not bored in learning language. So, they understand and memorize the lesson. It is one of solution to be used as appropriate method in teaching learning proses.<sup>18</sup>

The second literature review used is the research done by Margono with a thesis entitle, "The effectiveness of Teaching English Vocabulary by Using Cartoon Movie". The result of the research: the mean of English vocabulary score of experiment class (the students taught using cartoon film) are 74,23 and the mean of English vocabulary score of control class (the students taught using non-cartoon film) are 70,4 There is a difference in English vocabulary score between students taught using cartoon film and those taught using non-cartoon film. It is showed by the mean of experiment class is higher than control class ( $74, 23 > 70, 4$ ). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than

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<sup>18</sup> Yunita Widayawaty, "*The Use Cartoon Movie to Improve Students' Vocabulary Mastery*", Thesis, Salatiga: 6 Agustus University, 2010, p.5.

the value of the t-table. The value of t-test is 2,025 while the value of t-table on  $\alpha = 5\%$  is 1,990 ( $2,025 > 1,990$ ). The hypothesis is accepted. Based on the result of this study, it is expected to be good information for many teachers especially English teachers in teaching English vocabulary. So that, it can enhance students who master English well.<sup>19</sup>

The third literature review in this research is the research done by Fitri Kurniaty with the title, “Teaching Vocabulary by Using Cartoon Movie for Junior High School Students”. In this result, It has a purpose to help children in learning English, more specifically it aims to improve English vocabulary for children whose age are between seven years old to fourteen years old. This paper discusses the usage of cartoon movies in learning English vocabulary for children. The main purpose this paper investigates teaching method of using audiovisual material as cartoon movies and this paper is a survey to get results of the effect of using cartoon movies to develop English vocabulary of first year students in junior high school. As a result, this paper proves that cartoon movie, such as: Animal Song for Children can be good media for children in learning English vocabulary.<sup>20</sup>

*Cartoon Movie* are showed to get students' attention and focus their remember about daily activity on cartoon movie.

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<sup>19</sup> Margono, “*The Effectiveness of Teaching English Vocabulary by using Cartoon Movie*”, Thesis, Semarang: 8 Desember University, 2010,p.4,

<sup>20</sup> Fitri Kurniaty, “*Teaching Vocabulary by Using Cartoon Movie for Junior High School Students*”, Thesis: Bung Hatta University, 2009,p.9.



In addition, the differences between the previous studies with this study are related to the approach of the study that is used Class Action Research (CAR) that contain quantitative research and qualitative research. Meanwhile, this study is Experimental research. The purpose of the study was to measure the significant difference between the students taught by cartoon movie and the student taught without cartoon movie toward vocabulary score.

## **B. Vocabulary**

### **1. The Nature of Vocabulary**

Finnochiaro stated that vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act.<sup>21</sup>

Cameron stated that vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because if we want to be able to speak, write and listen nicely we have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it. It means that in vocabulary learning, we have to know, understand the meaning, and can use it in sentence.<sup>22</sup>

According to Krasen vocabulary is basic to communication if acquirer do not recognize the meaning of the key words used by those who address them, they will be

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<sup>21</sup> M. Finnochiaro, *English as Second Language Form Theory to Practice*, New York: Regent Publishing Company .inc, 1974, p.2.

<sup>22</sup> Lyne Cameron. 2001. *Teaching Language to Young Learners*. New York: Cambridge University Press, 2001, p. 11.

unable to participate in the conversation. It is also very important for the acquisition process.<sup>23</sup>

Glories stated that, vocabulary is the stock of words used by a people or by a particular class or person.<sup>24</sup>

Edward stated that, “Vocabulary is one of the important factor in all language teaching, student must continually be learning word as they learn structure and as they practice sound system”.<sup>25</sup> Fauziati also gives statement that vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structure and functions we may have learned for comprehensible communication.<sup>26</sup>

As stated above that vocabulary is one of component which has to be mastered and acquired in learning new language especially to student in junior high school, it is in line with Lynne said in his book, *The Practical Stylist*:

“However, I believe that words do have a special significance for children learning a new language. The word in recognizable linguistic unit and for children in their first language and so they will notice words in the language by showing them object that can be seen and touched, and that have single word label in the first language. From their earliest lessons, children are encouraged to

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<sup>23</sup>Stephen D Krashen, *The Natural Approach Language Acquisition In Classroom*. Toronto: Pengamon Press, 1993, p. 11.

<sup>24</sup> Glories. *The Glories Webster International Dictionary Of English Language Volume II*, United State of America, New York : The English Language Institute Of America inc 1974, p.

<sup>25</sup> David Allen Edward and Vallete M Rebecca. *Classroom Techique Foreign Language and English as a Second Language* New York, 1997, p. 11.

<sup>26</sup>Endang Fauziati, *Teaching of English As a Foreign Language*. Surakarta: Muhammadiyah University Press, 2005, p. 18.

think of new language as a set of words; although of course this may not be the only way they think of it”<sup>27</sup>

Based on the statement above, it can be concluded that vocabulary is one of the English components which has to be mastered and acquired by students in learning new language. It gives one reason for the emphasis on vocabulary in English learning.

Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skill better. It means that by mastering the vocabulary.

## 2. Level of Vocabulary

According to Nation in his book “teaching and learning vocabulary”, he states that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. Scott Thornbury states that they are seven levels of vocabulary such as.<sup>28</sup>

Level of Vocabulary

Level	Words
Easy Start	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words

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<sup>27</sup>Lyne Cameron, 2001. *Teaching Language to Young Learners*. New York: Cambridge University Press, 2001, p. 25.

<sup>28</sup>Scott Thornbury, *How to Teach Vocabulary, England*: Pearson Education Limited, 2002, p. 59.

Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediated	2.300 Words
Level Six Advanced	3.000 Words

Because the students are still at the beginners level, the writer took 200 words in her research, based on handbook of the teacher. The level of vocabulary in Muslimat Nu Palangka Raya is easy starts based on the book based on handbook of the teacher.

### 3. Principles in Teaching Vocabulary

In teaching vocabulary, a teacher should have a plan about suitable way and how to apply it in a classroom. According to Nation in *Haji Parhani* thesis, teaching vocabulary is directly related to some other language activities. Teaching vocabulary to young learners does not just simple present some words, but it has significant influence to the four language skills.<sup>29</sup> In Bayu Dwi Jatmiko thesis, Harmer states that many techniques can be used in teaching vocabulary. There are repetition, realia, pictures, mime actions, gesture, contrast, translation explanation, using real object and numeration.<sup>30</sup>

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<sup>29</sup>Haji Parhani, *Using Slide as a Media in Teaching Vocabulary at the Fourth Grade Studentsof SDIT Al FurqonPalangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic college of Palangka Raya, 2012.

<sup>30</sup>BayuDwiJatmiko, *Using Digital Advertisement to Enrich Students' Vocabulary*, Unpublished Thesis, Semarang: IKIP PGRI Semarang, 2013, p.3.

In Andi Saputra Tanjung thesis, Wallace states that teaching vocabulary should consider these following factors:<sup>31</sup>

a. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

d. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

f. Situation and presentation

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<sup>31</sup>Andi Saputra Tanjung, *Reinforcing Students' Vocabulary through Scrabble Game*, UnpublishedThesis, Jakarta: Syarif Hidayatullah State Islamic University, 2011, p. 24.

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

#### **4. Importance of Vocabulary**

Vocabulary is very important to learn. Vocabulary is one of language components has important role in learning English. Vocabulary is a basic and a foundation to learn English. In David Nunan's book, Hocket argued that vocabulary is the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.<sup>32</sup> According David Wilkins in Norbert's book, he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".<sup>33</sup> It means that if someone has little grammar, he still can convey something, but if he hasn't vocabulary, he can't convey anything. It shows that how vocabulary important for the students in mastering English.

#### **5. Kinds of Vocabulary**

According to Thornbury, there are two kinds of vocabulary, such as:<sup>34</sup>

##### **a. Grammatical Words (Function Words)**

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<sup>32</sup> David Nunan. *Language Teaching Methodology*. Prentice Hall International. 1998. p. 117.

<sup>33</sup> Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3.

<sup>34</sup> Scott Thornbury. *How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 4.



Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

#### 1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.<sup>35</sup> Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.<sup>36</sup>

#### 2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together.<sup>37</sup> Examples of conjunctions: and, but and or.<sup>38</sup>

#### 3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.<sup>39</sup>

#### 4) Pronouns

(Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns), (Reflexive pronouns are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to

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<sup>35</sup> Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: SaddlebackEducational Publishing, 2007, p. 132.

<sup>36</sup> Ann Hogue. *First Steps in Academic Writing*, New York: Longman, 1996, p. 81.

<sup>37</sup> Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192.

<sup>38</sup> Howard Sargeant. *Basic English Grammar for English Language Learners Book 2*, United State: SaddlebackEducational Publishing, 2007, p. 109

<sup>39</sup> Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: SaddlebackEducational Publishing, 2007, p. 71.

the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and themselves* are reflexive pronouns. There is no such word as *their selves*), (Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns), (Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns), (Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one, and several*).<sup>40</sup>

## **b. Content Words (Lexical Words)**

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

### **1) Nouns**

A noun is a word used to name a person, place, thing, or idea. We can classify or group nouns into the categories: (Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan), (Common nouns label general groups, places, people, or things. Example: School), (Concrete nouns label things experienced through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger), (Abstract nouns label things not knowable through the senses. Example: Love), and (Collective noun label groups as a unit. Example: Family).<sup>41</sup>

### **2) Verbs**

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<sup>40</sup>Jack Umstatter. *The Teacher's Activity-a-Day*, United States : Jossey-Bass A Wiley Imprint, 2010, p. 9

<sup>41</sup>Gabriele Stobbe. *Just Enough English Grammar Illustrated*, United States: McGraw-Hill, 2008, p. 2-3.



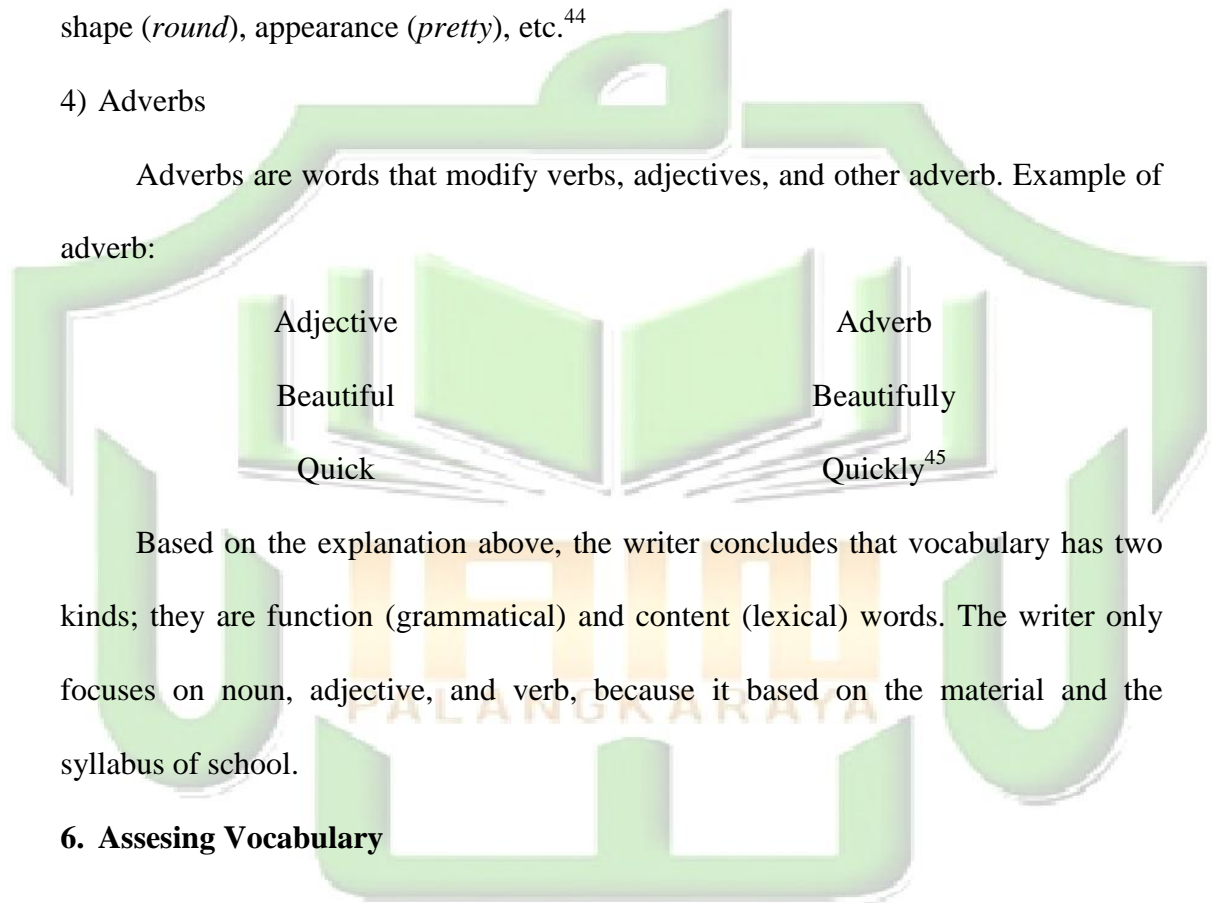
A Verb is a word that shows action (*runs, hits, and slide*) or state of being (*is, are, was, were, and am*).<sup>42</sup>

### 3) Adjectives

Adjectives describe nouns and pronouns.<sup>43</sup> Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), etc.<sup>44</sup>

### 4) Adverbs

Adverbs are words that modify verbs, adjectives, and other adverb. Example of adverb:



Based on the explanation above, the writer concludes that vocabulary has two kinds; they are function (grammatical) and content (lexical) words. The writer only focuses on noun, adjective, and verb, because it based on the material and the syllabus of school.

## 6. Assessing Vocabulary

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<sup>42</sup>Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition*, United States: Jossey-Bass A Wiley Imprint, 2008, p. 1

<sup>43</sup>Phyllis Dutwin. *English Grammar Demystified*, United State: McGraw-Hill, 2010, p. 36.

<sup>44</sup>Howard Jackson. *Good Grammar for Students*, London: Sage Publications, 2005, p. 18.

<sup>45</sup>J.B. Heaton. *Writing English Language*, Longman 1974, p. 41.

A careful selection, or sampling, of lexical items for inclusion in a test is generally a most exacting task. Many of the more traditional types of vocabulary tests are designed in such a way that they test a knowledge of words which, though frequently found in many English textbooks, are rarely used in ordinary speech situations.

The first task for the writer of the vocabulary test is to determine the degree to which he wishes to concentrate on testing the students' active or passive vocabulary. His next task is then to decide whether the lexical items in the test should be taken from the spoken or the written language. Selection of vocabulary can thus be thought of as falling into the following rough divisions according to the four major language skills:<sup>46</sup>

Listening : Passive / Spoken

Reading : Passive / Spoken

Speaking : Active / Spoken

Writing : Active / Written

All four divisions can be included in a single test of course, but even then careful consideration should be given to different weighting each division will carry in the test.<sup>47</sup>

The tests constructor's task is made much easier if all the tests have a particular syllabus lexical items can then be selected from:

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<sup>46</sup>J.B. Heaton. *Writing English Language*, Longman 1974, p. 41.

<sup>47</sup>*Ibid*, p.41.

- i. The syllabus (including a word frequency list if available).
- ii. The students' textbook (provide the items approximate to those used in natural speech situations).
- iii. The students' reading material (e.g. simplified readers, literary texts).
- iv. Lexical errors taken from the written work of the students.<sup>48</sup>

Is the government going to contribute the new industry?

If an error of verb patterning, the correct version would be

Is the government going to *contribute* to the new industry?

If caused by the wrong choice of verb, it would be

Is the government going to *subsidise* the new industry?

The test constructor is faced with a difficult problem if the test have followed different syllabuses.<sup>49</sup>

Tests of vocabulary should avoid grammatical structures with the test may find difficult to comprehend. Similarly, tests of grammar should contain only those lexical items which present no difficulty to the test.<sup>50</sup>

#### 1. Multiple choice items (1)

It is useful to distinguish between the following two major kinds of multiple choice vocabulary items:<sup>51</sup>

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<sup>48</sup>J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 41.

<sup>49</sup>*Ibid*, p. 42.

<sup>50</sup>*Ibid*, p. 42.

<sup>51</sup>*Ibid*, p. 42.

Group A word which is the nearest in meaning to the word *italics*

He's been very *feeble* since his illness.

- a. Unwell   b. Thin   c. Foolish   d. Weak

Group B Choose the letter of the correct or best word to complete each sentence.

Have you heard the planning committee's . . . . For solving the city's traffic problems?

- a. Theory   b. Design   c. Proposal   d. Purpose

This section concentrates on group A items and the next section on group B. The following item types are examples of four vocabulary recognition items which fall within the first group.

Type 1 in this type of recognition item the stem is replaced by picture. The test see the picture and has to select the most appropriate word relating to the picture form 4 or 5 options. This type of item is clearly very appropriate at the elementary stages.<sup>52</sup>



- a. Running

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<sup>52</sup>J.B. Heaton. *Writing English Language*, Longman 1974. P. 43.

- b. Jumping
- c. Standing
- d. Kicking

Type 2 here the stem consist of definition: the test has to select the correct option to which the definition refers.<sup>53</sup>

A person who receives and pay out money in a Bank.

- a. Broker      b. Accountant      c. Creditor      d. Cashier

Type 3 the stem consists of lexical item: the test has to select the best synonym or definition.<sup>54</sup>

Advocate

- a. Support      b. Advise      c. Contradict      d. Damage

Dilatory

- a. Growing gradually larger
- b. Slow in getting things done
- c. Showing care and effort
- d. Heavy with drops of water

Type 4 the stem here consist of a sentence. Hence, this type of recognition item is generally to be preferred to the previous three type in so far as the “problem” word appears in context. Vocabulary is much more usefully tested in context since it is the

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<sup>53</sup>*Ibid*,p.43.

<sup>54</sup>*Ibid*, p.43.

context that gives specific meaning and relevance to a word, thus creating a situation which is linguistically valid as possible in the circumstances.<sup>55</sup>

It's rained *continuously* for two whole days.

- a. Without stopping
- b. Heavily
- c. Regularly
- d. At odd moments

Since subtle shades of meaning are often determined only by the specific context in which a particular word appears, it is generally advisable to provide fairly full context for vocabulary testing, especially at an advance level. The fuller the context, however, the more difficult it is to find plausible distractor. Few good distractors, for example, can be found for the following items:<sup>56</sup>

We've had to *put off* the meeting until next week (post one). Synonyms are not always interchangeable in a context (without altering the meaning). However, where a word may be replaced by another in a particular context, testes may easily be misled into regarding synonyms as being generally interchangeable.<sup>57</sup>

#### Guidelines for writing items

- I. If the problem area being tested is located in the option (as in type 2), the stem should be kept simple. If, however, the problem area is included in the stem (as

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<sup>55</sup>*Ibid*,p.43.

<sup>56</sup>J.B. Heaton. *Writing English Language*, Longman 1974. p, 44.

<sup>57</sup>*Ibid*,p.44.

type 3 and 4), the options themselves should be simple in so far as they should contain only those vocabulary items which the testees can understand.<sup>58</sup>

- II. Each option should belong to the same word in the stem, particularly when the word appears in the context of a sentence. If this rule is observed, there will be less danger of the context providing important grammatical clues for the testee. For example, although the first of the following test items is usable, options A, B, and C in the second item would be grammatically incorrect when put in the context.<sup>59</sup>

Contemptuous

- a. Deep in thought
- b. Without a sense of humour
- c. Self-satisfied
- d. Scornful

Bill was contemptuous of the efforts of his friends to raise some money for the charity

- a. Deep in thought
- b. Without a sense of humour
- c. Self-satisfied

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<sup>58</sup>*Ibid*,p.44.

<sup>59</sup>*Ibid*,p.44.



d. Scornful

III. The correct option and the distractors should be at approximately the same level of difficulty. If the correct option is more difficult than the distractors. The testes will arrive at the correct answer by process of elimination. Thus the test may have a negative effect on the students: i.e. they will select the correct option not because they know it is correct but only because they know the other options are wrong. The following item measures the testes knowledge of the distractors rather than his familiarity with the correct option.<sup>60</sup>

Theatrical

- a. Angry   b. Histrionic   c. Proud   d. Foolish

The converse also holds good. If the distractors are more difficult than the correct option, the item may be equally unreliable. In such a case there will usually be a tendency for the more able student to think that the correct option is too easy and there wrong: he is thus tricked into the selecting one of the more difficult options.<sup>61</sup>

Suffice

- a. Be adequate  
b. Harass  
c. Acquiesce  
d. Be contrite

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<sup>60</sup>*Ibid*,p.44.

<sup>61</sup>*Ibid*,p.44



III. There is some disagreement concerning the relationship of the options to the problem area being tested. Some test writers argue that the options should be related to the same general topic or area while others prefer as wide a range of associations as possible. Unless the vocabulary item being tested has a very low frequency count (i.e. is very rarely used) however, the item writer is advised to limit the options to the same general area of activity where possible.<sup>62</sup>

Item 1

Apparition

- a. Skeleton
- b. Ghost
- c. Nightmare
- d. Corpse

Item 2

Apparition

- a. Scenery
- b. Ghost
- c. Magician
- d. Castle

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<sup>62</sup>J.B. Heaton. *Writing English Language*, Longman 1974, p, 45.

If item 2 were set in a test, the student who has read a few ghost stories would probably select option B because he would associate *apparition* with the stories he had read. In item I, however, the student is required to show a much greater control over vocabulary.<sup>63</sup>

IV. All the options should be approximately the same length. There is temptation both in vocabulary and reading comprehension tests to make the correct much longer than the distractors. This is particularly true in a vocabulary test item in which the options take the form of definitions: the item-writer tends to take great pains to ensure that the option is absolutely correct, qualifying it at great length. However, he rarely takes such trouble over the distractors, since they are deliberately wrong and need not to be qualified in any way.<sup>64</sup>

A hitch-hiker

- a. A man who make ropes
- b. A person who travels about by asking motorists to give him free rides
- c. An old-fashioned sailor
- d. A boy who walks long distances

The student who does not know the meaning of *hitch-hiker* word clearly choose option B- and he would be correct in doing, so consequently, if it is ever necessary to qualify a definition at some length, either one distractor or all three or four distractors should be made equally long. In this way, the correct option will be disguised in a little more effectively.

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<sup>63</sup>*Ibid*,p.45.

<sup>64</sup>*Ibid*,p.45.

V. It is advisable to avoid using a pair of synonyms as distractors: if the testes recognize the synonyms, he may realize immediately that neither is the correct option since there can be only one correct answer.<sup>65</sup>

The old man was always *courteous* when anyone spoke to him.

- a. Polite   b. Glad   c. Kind   d. Pleased

Even such near synonyms as glad and please are sufficient to indicate to the intelligent student that the choice must be between polite and kind, since if glad were correct, pleased would probably also be correct. It is also dangerous to “pair off” option by providing an antonym as a distractor. Option A and C in the following vocabulary item immediately stand out: again, the clever student will be able to narrow his choice down to two options once he realizes that A means the opposite of C.

Ascend

- a. Go up   b. Talk   c. Come-Own   d. Fetch

## 2. Multiple choice item (2)

In this section are more difficult to construct than those in the previous section. The problem is chiefly one of context insufficient to establish any meaningful situation, while too much context will provide too many clues (both grammatical and semantic).<sup>66</sup>

I saw a nasty . . . . . between two cars this morning.

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<sup>65</sup>J.B. Heaton. *Writing English Language*, Longman 1974, p. 46.

<sup>66</sup>*Ibid*, p.46.

1. Happening
2. Danger
3. Damage
4. Accident

I was speaking to Ann on the phone when suddenly we were . . . . .

- a. Hang up
- b. Run out
- c. Broken down
- d. Cut off

Tom always tries to help people, but recently he has been . . . . . Kind and generous.

- a. Chiefly
- b. Especially
- c. Principally
- d. Fundamentally

Many multiple choice vocabulary test items of the type being deal with in this section rely on the context itself to provide grammatical clues which automatically rule out at least one of the options. These kinds of test items are useful in many respects but may possibly belong more to tests of grammar and structure rather than

to vocabulary. Nevertheless, can be little objection to introduction, say a few items on verb patterning in a test of vocabulary.<sup>67</sup>

1. I'm . . . . . of getting a new job: I don't like my present one.

- a. Contemplating
- b. Thinking
- c. Desiring
- d. Hoping

2. Ann . . . . . me of a girl I used to know.

- a. Recalls
- b. Reminds
- c. Remembers
- d. Recollects

It is some time argue to that many multiple choice vocabulary tests consist largely of item such as the following and that these test only a knowledge of semantic collocation.<sup>68</sup>

The television station was . . . . . with letters and phone calls after the announcement.

- a. Drowned
- b. Stormed
- c. Deluged

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<sup>67</sup>J.B. Heaton. *Writing English Language*, Longman 1974.p. 47.

<sup>68</sup>*Ibid*,p.47.

d. Absorbed

Since this item ignores the ability to create unexpected collocations, it can also be argued that an imaginative use of the language is discouraged. Although there may be some truth in this argument, unexpected collocation result from a creative and intuitive handling of language, which in turn demands an implicit understanding of everyday collocations. It is usually the writer's very awareness of the degree of incongruity which makes a new collocation vigorous and meaningful.

Consequently, such items as the following can scarcely be said to exert a harmful influence on language teaching, although the collocations may be tested equally well without a context.<sup>69</sup>

Dr lee charges a high . . . . . For his services.

- a. Fee
- b. Profit
- c. Salary
- d. Payment

A more telling argument against this type of item is that each context requires a "normal" reaction and takes no account of cultural differences. For example, in the following item B or D would be correct in certain societies since it is impolite to accept a gift without first vehemently refusing it.

Ann shrieked with . . . . . At the beautiful resent Mrs. White gave her.

- a. Delight

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<sup>69</sup>*Ibid*,P.47.

- b. Horror
  - c. Dismay
  - d. Anger
3. Sets ( Associated Words)

#### Type 1 (Recognition)

The first example is appropriate to the elementary levels while the second example shows the application of this item type to more advanced levels.<sup>70</sup>

#### TRAFFIC

- |                    |             |              |
|--------------------|-------------|--------------|
| 1. Journey         | <u>Cars</u> | People       |
| 2. Luggage         | Station     | <u>Lorry</u> |
| 3. <u>Vehicles</u> | Mile        | Path         |

#### EQUIP

- |                    |         |               |
|--------------------|---------|---------------|
| (a) <u>Furnish</u> | Defend  | Lend          |
| (b) Launch         | Present | <u>Arm</u>    |
| (c) Purchase       | Attack  | <u>Supply</u> |

#### Type 2 (Production)

Write in each space one word for each of the following groups of words.

<sup>70</sup>J.B. Heaton. *Writing English Language*, Longman 1974.p, 48.

Chair	Table	Cupboard	Bed (= Furniture)
Cars	Buses	Lorries	Trams(= Traffic)

It is sometimes argued that such a test is appropriate only at the most elementary levels, but it can be used as a very subtle means of testing word associations at a more advanced level:

Each group of word is related to a particular subject. Write down the particular subject which is connected with each group of words.<sup>71</sup>

Hand	Theatre	Volume	Nursery
Wrist	Sister	Track	Lift
Dial	Bed	Head	Slope
Face	Ward	Spool	Snow
(=watch)	(=hospital)	(=tape recorder)	(=skiing)

#### 4. Matching items

Type 1 of the following test items suffers from testing together lexical items from different word classes while type 2 tests a mixed bag of tense form etc. the result is that for both types of test items grammatical clues assume importance, since they are instrumental in limiting the range of choices facing the test for each blank.

Type 1 write the correct word from the following list at the side of each number on your answer sheet. Use each word once only.

Road	Accident	Travelling	Turned	Side
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<sup>71</sup>*Ibid*,p.48.



Broken	Know	Knocked	Middle	Looked
Lorry	Policeman	Pavement	Running	Hurt
Lying	Crossed	Left	Forgot	Talk

Poor Tom Wright was (1) down by a (2) last week when he was crossing the (3). He was quite badly (4) and he had to go into hospital for a few days. His left leg was (5) and both his arms were cut. While he was (6) in bed in the hospital a (7) came to (8) to him. “was the lorry (9) very quickly?” he asked Tom.

Tom told him all about the (10). “I was (11) home from school and I (12) the road. I (13) right but I (14) to look (15). In the (16) of the road I suddenly saw a lorry. I didn’t (17) what to do, so I began to run to the other (18) of the road. The lorry (19) but it hit me when I was near the (20).

Type 2 complete the following sentences with the most suitable verb phrase from the list.<sup>72</sup>

Came about	Pull through	Broken out	Falling out
Running into	Brought	Get away	Browned off

1. “Did the prisoner manage to . . . . ?”Yes, the police are still looking for him”.
2. Most of the pupils were . . . . with the dull talk.
3. The doctor thought Mr. Benson would . . . . after the operation.
4. The couple are always . . . . And causing a disturbance.
5. And so it . . . . that we eventually operation”. Etc

<sup>72</sup>J.B. Heaton. *Writing English Language*, Longman 1974, p. 49.

Type 3 from the list of words given. Choose the one which is most suitable for each blank. Write only the letter of the correct word after each number on your answer sheet. (Use each word once only).<sup>73</sup>

- a. Completely
- b. Politely
- c. Busily
- d. Carefully
- e. Quickly
- f. Angrily

“Write (1) . . . . .” the teacher should (2) . . . . . “Hurry up: you must get used to working (3) . . . . .”.

“Please, sir”, a student said (4) . . . . ., “I’ve finished”.

“No, you haven’t”, answered the teacher. “You haven’t (5) . . . . . finished until you’ve ruled off”.

Meanwhile, the boy sitting next to him was (6) . . . . . engaged in filling his pen.

Type 4 find the correct meaning in list B for each word in list A. then write the number of the meaning in the space at the side of each word.<sup>74</sup>

List A	Answer
Gloomy	12
Momentous	
Barren	

<sup>73</sup>J.B. Heaton. *Writing English Language*, Longman 1974, p.50.

<sup>74</sup>*Ibid*,p.50.

Fleeting

Parochial

Intimate

List B

1. Very important
2. Dark and obscure
3. Over-crowded
4. Friendly and loyal
5. Close and familiar
6. Too poor to produce crops
7. Passing very quickly
8. Naked and cold
9. Narrow, limited
10. Penniless
11. As soon as possible
12. Sad and miserable
13. Connected with the sea
14. Religious and holy

Type 5 choose one word from the list on the left, and put it after the word on the right.<sup>75</sup>

Bus

Fair

Alarm

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<sup>75</sup>J.B. Heaton. *Writing English Language*, Longman, 1974. p, 51.

Bomb	Hair	.....
Gun	Traffic	.....
Cut	Telephone	.....
Shave	Post	.....
Office	Atom	.....

Alarm

Queue

Jam

Bullet

Exchange

Headquarters

Centre

Type 6 the most useful type of matching item is undoubtedly that based on reading comprehension passage. The student is given a list of words at the end of the passage and required to find words of similar meaning in the passage. Since a detailed context is provided by the passage and little additional material is required, this is an economical method of testing vocabulary. The chief risk here however is the duplication of question: if one of the reading comprehension questions depends for its answer on knowledge of the meaning of a particular word, care must be exercised not to test that word again in the vocabulary section.<sup>76</sup>

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<sup>76</sup>J.B. Heaton. *Writing English Language*, Longman 1974, p, 52.

## 6. More objective items

### Type 1 word formation test items

Write a word in each blank. The word you write must be the correct form of the word on the left.<sup>77</sup>

- i. CARE Be . . . . . When you cross the road.
- ii. CRUEL To mistreat an animal is a form of . . . . .
- iii. INTEREST Do think this book is . . . . . ?
- iv. ENTER Can you show me the . . . . . To the cave?

### Type 2 involving synonyms

Write in each space the best word to replace the words underlined in each sentence.<sup>78</sup>

- i. Tom went at once to the doctor's . . . . . Immediately.
- ii. All of a sudden there was a loud cry

### Type 3 rearrangement items

Rearrange the following letters to make words.<sup>79</sup>

PLEAP	ROLRY	CELPA
SUHOE	IRACH	EGURA

### Type 4 Definitions

Explain the meaning of each of the underlined words in the following phrases.<sup>80</sup>

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<sup>77</sup>*Ibid*, p,52.

<sup>78</sup>*Ibid*, p,52.

<sup>79</sup>*Ibid*, p, 53.

An archaic word                      a fortuitous event

## 7. Completion items

(a) Make each of the following words mean the opposite by putting either 2 or 3 letters in the brackets front of the word.<sup>81</sup>

(IM) possible

( ) important

( ) covered

( ) satisfied

( ) usual

( ) legal

( ) liked

( ) convenient

( ) obedient

( ) lawful

( ) pleased

( ) frequent

(b) In the following sentences every word beginning with OVER is incomplete.

Complete each word in the space provided.<sup>82</sup>

Example: I'm late this morning because I OVER SLEPT

## C. Vocabulary Mastery

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<sup>80</sup>J.B. Heaton. *Writing English Language*, Longman, 1974, p. 53.

<sup>81</sup>*Ibid*, p. 53.

<sup>82</sup>J.B. Heaton. *Writing English Language*, Longman, 1974. p, 54.

Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. Without having proportional English vocabulary, students will get some difficulties in using English.<sup>83</sup>

Vocabulary mastery is very significant for the students as the basis of developing language skill. The students will not understand what the meaning of words in, when they communicate each other without mastering English vocabulary well. The students are expected to master as much vocabulary as possible. So they can develop their language skill. Considering the importance of mastery of vocabulary to improve language skills, student's vocabulary mastery should increase the entire words.<sup>84</sup> Because, if the students mastering vocabulary, it could help the students mastering English well.

#### **D. The Purpose of Vocabulary Mastery**

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We cannot learn language without vocabulary. It is impossible because vocabulary is all the words that we use in language. However the mastery of vocabulary also depends on the individual's quality to use her or his language.<sup>85</sup>

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<sup>83</sup> Budi Setiawan. *Improving The Students' Vocabulary Mastery Through Direct Instruction*. Surakarta, sebelas maret university, 2010, p. 10.

<sup>84</sup> Aisyarani *The Vocabulary of The Eleventh Grade Students of MA NahdlatulMuslimin In The Academic Years 2013/2014 Taught By Using Animation Video*. Unpublished Thesis. Muria Kudus University. 2014, p. 12.

<sup>85</sup> *Ibid.* p.12.



There are several criteria that learner can master or know vocabulary in a target language. The learner is able to: <sup>86</sup>

1. Recognize it in its spoken or written form.
2. Recall it at all.
3. Relate it to an appropriate object or concept.
4. Use it in the appropriate grammatical form.
5. Pronoun it in a recognizable way.
6. Spell it correctly-in writing.
7. Use it with the words it correctly goes with- i. e. in the correct collocation.
8. Be aware of its connotations and associations.
9. Use it one appropriate level of formality and in appropriate situations .

#### **E. Assessing Vocabulary Mastery**

Test is a way getting feedback on the teaching learning process.<sup>87</sup> Without testing, here is no reliable means of knowing how effective a teaching sequence has been. Unlike grammar, vocabulary knowledge is more readily itemized, and hence more easily measurable. Thornbury classify the type of vocabulary test into four types.

These are types of the test:

- a. Multiple-choice test are a popular way of testing in that they are easy to score. It format can be used with isolated words, words in sentences context or words in whole text.

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<sup>86</sup> Dorit Sasson, *Best ESL Vocabulary Teaching Practices-What If You Gave the Content First*.

<sup>87</sup> Scott Thornbury, *How To Teach Vocabulary*, p.139



- b. Gap fill test, this tests require learners to recall the words from memory in order to complete a sentences or text.
- c. Selective (open) cloze type test, a variant of this test is one in which, rather than every word, specially chosen words are deleted.<sup>88</sup>
- d. C test, in this test the second half of every second word is deleted.

Read proposes three dimensions which form a framework for analyses of vocabulary tests the first is Discrete test or Embedded test.

This dimension identifies whether vocabulary is being treated as a discrete language competence, or whether it contributes to a broader assessment profile. Second is a selective test or comprehensive test. This dimension distinguishes between tests of preselected vocabulary items and tests which rate overall vocabulary use. The last is context-independent- context – dependent test. This dimension considers the extent to which to the test-taker is required to engage with and utilize the context in which the vocabulary items appear.<sup>89</sup>

In assessing vocabulary mastery of the student, the writer use multiple choice test. The test adapted from English Vocabulary Test book by SMP Muhammadiyah Palangka Raya the question of the test is in English language and the choice is in English.

## **F. Cartoon Movie**

### **1. The Nature of Cartoon Movie**

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<sup>88</sup> *Ibid* , p. 132-133

<sup>89</sup> Jhon Read, *Assesing Vocabulary*. Cambridge University Press 2000, p. 411.12

Cartoon Movie is always associated with kids. Basically, cartoon is entertainment for kids, but nowadays the adults are familiar with this term since some cartoon movies are made for the adults. Poulson stated cartoon movie is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.<sup>90</sup>

Margono also gives statement that cartoon movie is a good alternative media for teaching vocabulary. It is an interesting which given audio visual examples through the acting in the scenes.<sup>91</sup>

Another expert, London Holmes stated that, Cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws. Movie is also the term we use to describe both a single work and an entire body of works through the material and in the medium. Movie is not only its material and medium, but also their use to produce particular communicative text that formulate particular fields of symbolic meaning and effects, and meet particular sets of criteria that give them particular value. Meanwhile cartoon is a form of two-dimensional illustrated visual art. While the specific definition has changed over time, modern usage refers to a typically non-

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<sup>90</sup>Poulson. *Cartoon Film*. Available at [www.cwrl.utexas.edu/poulson](http://www.cwrl.utexas.edu/poulson) accessed in January, 2010, p.12.

<sup>91</sup>Margono. *The Effectiveness of Teaching English Verbs By Using Cartoon Films*. Unpublished Paper, 2010, p.5.

realistic or semi-realistic drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works.<sup>92</sup>

Another definition by Pande stated that, cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of criticizing a person or event with some thoughts. A cartoon movie is a special form of art to present amusing appearance with the help of colorful moving diagram exaggerated.<sup>93</sup>

Based on the statement above, it can be concluded that cartoon movie is drawing or painting or moving pictures and sound to tell stories.

## **2. Kinds of Cartoon Movie**

Cartoon movie are made in different kinds and different purposes. Kinds of cartoon movie are broken down into:

### **a. Animated Film**

They generally consist of drawing and paintings by artist called cartoons.

### **b. Documentary Films**

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in Technology, and illustrate various aspects of life in nature.

### **c. Experimental and Avant- Garde Films**

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<sup>92</sup> London Holmes, *An Introduction to Sociolinguistics*, 1992, United State of America: Longman Group Limited, p. 285.

<sup>93</sup>Pande, Ramakumara, *Nepalase Cartoons: Himalayan Humour Sense of Humour Series*. Michigan: Universitas Michigan. Ratna Pustaka Bandar, 2008, p. 5.

Experimental films are made for many reasons. The film maker may wish to express personal experiences or view points in ways that would seem eccentric in Mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.<sup>94</sup>

### **3. Cartoon movie as teaching media**

According to Hamalik, movie is a combination between movements, words, music and colors. There are many tools that can be used to deliver messages to students. In this research, the writer use cartoon movie as the media to teach the language. Movie is kind of visual aids. Movies here are just like the movie in the theatre or in a video.<sup>95</sup>

Movies are able to communicate better than other media, because by using movies, it will present language in context in ways that a cassette cannot. Students can see who is speaking or what's speaking, where the speaker is and what they're doing.

Movie is a useful tool to deliver message for learners beside of the use of video. Beside of the use of visual aids as media, it also can be used as a way to transform messages or learning information. By using movie, learners are not only learning about the messages, but the learners also need learn some characters, expression from the movie presented. By using movies as media, a teacher will be able to deliver

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<sup>94</sup> David Dalton F. *Some Techniques for Teaching Pronunciation: The Internet TESL Journal* , Vol. III ,No .I available at [www.aitech.ac.jp](http://www.aitech.ac.jp),1997.p.95.

<sup>95</sup> Oemar Hamalik.*Media Pendidikan*.1982.Bandung: Alumni,p.102

messages to the learners whether visually, orally and aurally, or even the three of them. This can be done to avoid verbalism that might happen to the students.

Film or movie is a media which have a very big ability in helping teaching - learning process. So, we can call movie or film as one of educational media. <sup>96</sup>

#### **4. Advantages and disadvantages of Movie teaching and learning process**

Teaching in general or English teaching in particular is combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved.

However, in teaching learning process, a teacher needs to bring and apply all components into classroom.

##### **a. Advantages of using movie as teaching media**

Harmer states the advantages of using movie in teaching and learning process are:

##### **1) Seeing language-in-use**

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic feature gives valuable meaning clues and helps viewers to see beyond what they are listening to, and thus interpret the text more deeply.

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<sup>96</sup> Arief S Sadiman, dkk. *Media Pendidikan*. 2006. Jakarta: PT Raja Grafindo Persada.p.67

## 2) Cross-cultural awareness

A movie uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British „body language“ when inviting someone out, or how Americans speak to waiters. Movie is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

## 3) The power of creation

When students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding them doing new things in English.

## 4) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.<sup>97</sup>

### **b. Disadvantages using movie as teaching media**

According to Azhar, he describes that the disadvantages of using movie in teaching and learning process are:

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<sup>97</sup> Harmer, Jeremy. *The Practice English Language Teaching*. New York; Longman. 2004. p. 282

- 1). Procumbent of movie generally is expensive and cost a lot of time.
- 2). When the movie showed, the pictures will keep changing making all students are not able follow the information given through the film.
- 3). Films not always appropriate with the needs and desired learning objective.

**c. How to Overcome the Disadvantage of Cartoon Movie:**

- 1) The search for media by using cartoon movie favored by students.
- 2) The search for media cartoon movie easy to understand and be understood by students.
- 3) looking cartoon media in accordance with the teaching needs.
- 4) ask vocabulary that is not understand to students on cartoon movie.
- 5) Best to make students active in class and understand the storyline in a cartoon movie.

A good movie is movie that can fulfill students' need in relation to the material studied. Oemar Hamalik states that main principle that refers to 4-R, "The right film in the right place at the right time used in the right way."<sup>98</sup>

**5. Importance of Cartoon movie in Language Teaching**

Cartoon movie as audiovisual media have significant advantages in teaching learning process especially in language teaching. Since it interesting and has

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<sup>98</sup> Asnawir and M. BasyiruddinUsman, Op., Cit., p. 95-96

purposive communication when such audiovisual materials as slides, film strips, overhead transparencies, and motion pictures (film) are carefully prepared they can:

- a. Increase understanding
- b. Add interest to a subject
- c. Lengthen the memory of information
- d. Teach a skill effectively
- e. Contribute to a desirable attitude
- f. Stimulate people to action
- g. Offer experiences not easily obtained in other ways.

According to Fitri Kurniaty cartoon movie develop English vocabulary.

According to Ika devis' cartoon movie increase the students' enthusiasm.

## **6. Principles in Using Cartoon Movie in Teaching Vocabulary**

### **Preparation**

Before the teacher starts to teach in the classroom, she or he should prepare the material at home.

- a. The teacher selects words that are relevant to the theme of the lesson (if we discuss about the animals, the words that related to animals are: cow, sheep, horse, lion... etc).
- b. Teacher should know the meaning of those words and how to apply it in the sentence, (e.g; Lion- The lion is the king of the jungle, Horse- The horses run so fast).
- c. The teacher should have listed of the words before class begins.



## **Application**

To create a good environment, both teacher and students should follow several procedures. Students should do the activity in learning process based on the command given by the teacher. There are three activities that should be considered by teacher in teaching vocabulary by using cartoon movies.

### **1. Pre- Teaching Activities**

To stimulate the student's background knowledge, teacher should do pre-teaching at the beginning of the class. There are some activities in pre-teaching phase, such as:

a. The teacher comes into the classroom and brings a cartoon movie that has been selected for the teaching purpose. It is best to pick some cartoon movies that student know well because many movies may present excellent opportunities to improve vocabulary.

b. The teacher does greetings to all students.

Teacher : "Good Morning,

Students : "Good Morning,

Teacher : "How are you today?"

Students : "Fine, and you?"

Teacher : "I'm fine too, thanks".

c. The teacher checks attendance and ask about previous lesson.

Teacher : "I will check your attendance first, Dody".

Dody : "Present mom".

Teacher : “Ani’s here?”.

Ani : “Yes mom”.

d. The teacher is asking several questions related to the theme of the lesson.

Teacher : OK students, have you ever watched cartoon movie?

Students : Yes, mom.

Teacher : What is your favorite cartoon movie?

Students : SpongeBob, Dora, Sinchan, Cinderella, Doraemon... mom!

Teacher : Where do you usually watch the movie?

Students : At home, mom!

Teacher : Alright, today our topic is about the animals. Do you like animals?

Students : Yes, mom.

Teacher : What animals do you protect at home?

Students : There are cat, bird, dog . . . . . etc.

Teacher : Is there animal that you are fear of?

Students : Yes mom, we are fear of the wild animals such as lion, crocodile, tiger, and bear.

## **2. Whilst- Teaching Activities**

In whilst-teaching activities, teacher may conduct several activities like distributing the selected material to the students and instruct them to do the activities. Here, there are some teacher’s activities in whilst teaching.

- a. The teacher divides the students into some groups. Each group consists of five students.
- b. The teacher presents a cartoon movie and then play the movie in front of the class.
- c. The teacher instructs each group to watch the movie and after they watch, ask several questions based on what they watch.

For example:

Teacher : “All of you. Have you watched the movie?”

All students : “Yes mam”.

Teacher : “What is the movie about, Rina?”

- d. The teacher instructs each group to write the things that they see in the movie. (It's better to replay the movie once again so the students can remember well the things in the movie).
- e. All groups discuss the meaning of word based on the some things in the movie.
- f. The teacher monitors the Rina : “The movie is about kinds of animal mam”.

Teacher : “Do you still remember some words in this film?”

All students : “Yes mam”. Students during doing the task.

- g. The teacher instructs each group to write the things in cartoon movie.
- h. The teacher instructs each group to collect the discussion report.

Teacher : “OK, students have you finished? And now collect your discussion report to me”.

## **1. Post- Teaching activity**

Post teaching activities are necessary as the follow up phase on what the student have studied. Here, there are some activities in post teaching to follow.

- a. The teacher gives exercises to the students by asking students to arrange the letters of animal's cartoon movie.

For example:

Teacher : Right students, please arrange the letters of animal's movie below into correct word. There are twenty words and I'll give you time about 30 minutes to arrange them.

Example : G- I- E- T- R. The correct one is TIGER.

- b. After students finish them, teacher asks one of them to write the answer on the board. As the result, they all can see the wrong and the right answers of the word in animal's cartoon movie.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses research design, variable of study, population and sample, research instrument, data collection procedure and data analysis procedures.

#### **A. Research Type**

In this study, the writer used the quantitative research using cluster sampling. It was because the writer measured the vocabulary score by test (pre-test and post-test). Quantitative is a research that relies less on focus groups, subjective reports and case studies but is much more focused on the collection data and analysis of numerical data and statistics. It meant the writer collected the data which contained of numbers and it was analyzed by statistic method. The writer took two classes as experiment and control class. Experiment class was sample class that gave treatment which the teaching learning process used cartoon movie in teaching vocabulary. In the other hand, control class was class that the teaching learning process did not use cartoon movie in teaching vocabulary.

#### **B. Research Design**

The research design of this study is experimental design using T-test to analyze the data. Experimental design involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experiment treatment or the independent variable (English cartoon movie as

instructional media in teaching vocabulary). The observed and measured variable is called the dependent variable (students' vocabulary score in vocabulary).<sup>99</sup>

The writer did field study, especially quasi experimental design. An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or without treatment. Quasi experimental design or similar to randomized experimental design in they involve manipulation of an independent variable, but different in that subjects are not randomly assigned to treatments group.<sup>100</sup> The writer used the Quasi-Experimental design because it was not possible to randomly assign subjects to treatment groups. The characteristics of Quasi-Experimental Design are: 1). having more than one variable, 2). having control group, 3). independent variable is manipulated, 4). and the other variables are controled.<sup>101</sup>

The design consisted of two groups that were chosen without random; they were experiment group and control group. Both of groups were given pre-test before having treatment. The experiment group was given treatment (teaching by using cartoon movie) and the control group was taught as usual that was used by the English teacher before this study. After having treatment, both groups (experiment and control group) were given post- test. Finally, the results of post-test were compared using T test.

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<sup>99</sup>Donald Ary, Lucy Cheser Jacob, and Cristine K, Sorensen, *Introduction to Research in Education*, USA: Wadsworth Cengage Learning, 2010, p. 266.

<sup>100</sup>*Ibid*, p.316.

<sup>101</sup>Sukardi, *Metode Penelitian Pendidikan, Kompetensi dan Praktik*, Jakarta: Bumi Aksara, 2007, p. 186.

Why the writer chose this design, because experimental design was aimed to investigate the cause and effect between the object of research. This was related to the objectives of the study that find the significant effect to the students' vocabulary score taught by Cartoon Movie and without Cartoon Movie.

**Table 3.1**  
**Scheme of Quasi-Experimental Design**  
**Nonrandomized control group, pretest-posttest design**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>E</b>	<b>Y<sub>1</sub></b>	<b>X</b>	<b>Y<sub>2</sub></b>
<b>C</b>	<b>Y<sub>1</sub></b>	<b>-</b>	<b>Y<sub>2</sub></b>

Where:

E : Experimental Group

C : Control Group

X : Treatment

Y<sub>1</sub> : Pre-Test

Y<sub>2</sub> : Post-Test

### **C. Variables of the Study**

Variable is a property or characteristic which may differ from individual to individual or from group to group. A great deal of research is carried out in order to identify or test the strength of relationships between variables. When one variable influences or affects a second variable, the first variable is call independent variable,



and the second is call a dependent variable.<sup>102</sup> The present study consists of the following variables:

1. Independent variable : English cartoon movie (X).
2. Dependent variable : Students' vocabulary score (Y).

#### **D. Population and Sample**

##### **1. Population**

Population is defined as all members of any well-defined class of people, events, or objects.<sup>103</sup> In this study, the writer chose the students from MTs Muslimat Nu Palangka Raya. The population was the seventh graders of MTs Muslimat Nu Palangka Raya.

**Table 3.2**  
**The Number of Population MTs Muslimat Nu Palangka Raya**

NO	CLASSES	NUMBER OF STUDENT
1	VII-A	39
2	VII-B	39
3	VII-C	39
Total		117

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<sup>102</sup>David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

<sup>103</sup>*Ibid*, p.148



## 2. Sample

Sample is a subset of individuals or case from within a population.<sup>104</sup> Based on the population which is grouped into classes, the sample of this study was class or cluster. In this way, the writer took two classes, class VII-B as an Experimental class and class VII-A as a control class which would be related to this study. In a typical situation, schedules could not be disrupted nor classes reorganize to accomodate a research study. In this case, group samples already organized into classes or group. So, the writer took two class without randomized. The description of the population and sample as follow:

**Table 3.3**  
**The Description of the Population and Sample**

NO	CLASSES	NUMBER OF THE STUDENTS
1	VII-A	39
2	VII-B	39
		78

## E. Research Instruments

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<sup>104</sup> David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 231.

To get the data, the writer used test in this study.

## 1. Test

According to Heaton, "Test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means of as seeing the student's performance the language."<sup>105</sup>

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>106</sup> To get the data, the writer did the test; it consisted of pre test and post test. The function of pre test was to know pre-ability students' vocabulary mastery before they used cartoon movie. And the function of post test was to know post-ability students' vocabulary mastery after they used cartoon movie. The test was used to see the result of students' vocabulary mastery. The score of the test was used to measure the effectiveness of cartoon movie.

The writer made test based on the material and was appropriated with syllabus that used by the school. The form of test was multiple-choices. Reason why the test item was constructed in form of multiple choices, because multiple choices was objective test. Objective test was made just as easy or as difficult as the test constructor wishes.<sup>107</sup>

So, the test was really measure students' vocabulary mastery. The test was constructed in the form of multiple choices which consisted of 62 items test. 18 items

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<sup>105</sup> J.B.Heaton, *Writing English Language Test*, England: Longman, 1975, p. 1.

<sup>106</sup> *Ibid*, p. 201.

<sup>107</sup> J. B. Heaton, *Writing English Language Tests*, Longman, 1975, p. 12.

test of noun, 31 items test of verb, and 13 items test of adjective as were showed in table 3.4. The writer took these three kinds of vocabulary because they were included as four main forms of word. Four main forms of word consist of noun, verb, adjectives, and adverb.<sup>108</sup>

**Table 3.4**  
**The Content Specification of Test Items**

No	Vocabulary Mastery	Specification Item Test	Noun	Verb	Adjective
1		Complete Sentence	18	31	13
<b>Total</b>			62		

**Table 3.5**  
**The Number Specification of Test Items**

Skill to Measure	Component s	The Number of the Test	Number of Item	%
<b>Vocabulary Mastery</b>	<b>Noun</b>	4, 7, 13, 15, 18, 19, 20, 21, 40, 44, 46, 47, 50, 55, 56, 57, 59, 60	18	29%
	<b>Verb</b>	2, 3, 5, 8, 10, 11, 12, 14, 17, 22, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 38, 39, 45, 48, 51, 52, 53, 54, 58, 62	31	50%
	<b>Adjective</b>	1, 6, 9, 16, 23, 30, 36, 37, 41, 42, 43, 49, 61	13	21%
<b>Total</b>			62	100%

#### **A. Research Instrument Try Out**

<sup>108</sup>Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual*, New York: Palgrave Macmilan, 2010, p. 21.s

The writer gave test of try out to seventh grade students at MTs Muslimat Nu Palanagka Raya (VII-C). It was conducted on Wednesday, March 16<sup>th</sup>, 2016, at 07.20 – 08.40 am; in VII-C room with the number of student were 39 students. To get the data of try out, the writer used some procedures as follows:

1. The writer made and prepared test of try out.
2. The writer gave test of try out to the students
3. The writer asked the students to do test of try out.
4. The writer collected the student's answer.
5. The writer calculated and gave score to the students' answer.
6. The writer analyzed the result of try out to know valid of test try out.
7. If the results were valid, it meant that the test items as the instrument of this study is suitable to be give.

## **B. Research Instrument Validity**

### **1. Instrument Validity**

According to Heaton, stated that,

“The validity of the test is the extent to which it measures what it is supposed to measure and nothing else. Every test, whether it is a short, informal classroom test or a public examination, should be as valid as the constructor can make it.

The test must aim to provide a true measure of the particular skill which is intended to measure”.<sup>109</sup>

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<sup>109</sup> *Writing English Language*, pdf. [www.ttms.org](http://www.ttms.org) (Accessed on 1 November 2014)

Therefore, a test is said to be valid when it actually measures what it is intended to measure.

An instrument is called a valid one when it can measure something which is wanted by covering the variable studied exactly. The method used in measuring the validation of the instrument is called content validity. To valid the result of the test, the writer asked for the real teacher to analyzes it.

#### **a. Face Validity**

The types of face validity, if the test items look right to other testers, teacher, indicators and test. The types of test items, which would use in this research, can be suitable to the others at the same level was Senior High school.<sup>110</sup>

For face validity of the test items as follow:

- a) The kind of test was Vocabulary Test.
- b) The form of test items was Multiple Choices.
- c) The language of items used English.
- d) The test items were suitable to the Junior High School.

#### **b. Content Validity**

This kind of validity depends on a careful analysis of the language being testes and of the particular course objective. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objective always being apparent.<sup>111</sup> The instrument which used test, the testing

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<sup>110</sup>J. B. Heaton, *Writing English Language Test*, 1975, p. 152.

<sup>111</sup>*Ibid*, p. 154.

of content validity was matched with the curriculum that was used by MTs Muslimat Nu Palangka Raya.

### c. Construct Validity

If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning.<sup>112</sup>

Type of test was vocabulary test; the form of test was multiple choices.

To measure the validity of the instrument, the writer used the formulation of product moment by Pearson as follows:<sup>113</sup>

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  : Numeral of index correlation 'r' product moment

N : Total of sample

$\sum XY$  : Amount of the product between X score and Y score

$\sum X$  : Amount of the x score

$\sum Y$  : Amount of the y score

Furthermore, it was calculated using test t calculation as follow:

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<sup>112</sup>*Ibid*, p. 154.

<sup>113</sup>Riduwan, *Metode dan Teknik Menyusun Proposal Penelitian*, Bandung: Alfaberta, 2010. p. 75.

$$t \text{ observe} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t : The value of t observed

r : The coefficient of correlation of the result of r observed

n : Number of students

The distribution of t table at alpha 5% and degree of freedom (n-2) with the measurement of validity using these criteria:

t observed > t table = valid

t observed < t table = invalid

To know the validity level of the instrument, the result of the test was interpreted to the criteria below:<sup>114</sup>

0,800 - 1000 = very high validity

0,600 - 0,799 = high validity

0,400 - 0,599 = fair validity

0,200 - 0,399 = poor validity

0,00 - 0,199 = very poor validity

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<sup>114</sup>*Ibid*, p. 76.



**Table 3.6**  
**The Number Specification Validity of Try Out**

No		The Number of the Test	Number of Item
1	Valid	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 30, 31, 33, 34, 36, 43, 46, 47, 48, 50, 51, 52, 53, 56, 57, 59, 63, 65, 67, 71, 73, 74, 76, 77, 78, 79, 80, 82, 83, 87, 88, 89, 90, 91, 92, 93, 97, 98, 99 and 100	62
2	Invalid	6, 12, 14, 15, 21, 22, 29, 32, 35, 37, 38, 39, 40, 41, 42, 44, 45, 49, 54, 55, 58, 60, 61, 62, 64, 66, 68, 69, 70, 72, 75, 81, 84, 85, 86, 94, 95 and 96	38
<b>Total</b>			<b>100</b>

From the measurement of validity of the try out that was consisted 100 items was known that there were 62 valid and there were 38 invalid items

a. Index difficulty

The index of difficulty (or the facility value) of an item simply shows how easy or difficulty the particular item proved in the test. The index of difficulty (F.V) is generally expressed as the fraction (or percentage) of the students who answered the item correctly. It was calculated by using the formula:<sup>115</sup>

$$F.V = \frac{R}{N}$$

Where:

F.V : Facility Value.

R : Represents the number of correct answer.

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<sup>115</sup>J. B. Heaton, *Writing English Language Test*, Longman, 1975, p. 172.



N : The number of students taking the test.

The result of the test was interpreted to the criteria below:<sup>116</sup>

0,00 – 0,30 = Difficult

0,31 – 0,70 = Fair

0,71 – 1,00 = Easy

**Table 3.7**  
**The Number Specification Result of the Test**

No	Result of the Test	The Number of the Test	Number of Item
1	Difficult	30, 44, 60, 68	4
2	Fair	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 31, 33, 34, 36, 43, 46, 47, 48, 49, 50, 51, 52, 53, 56, 57, 59, 63, 65, 67, 71, 73, 74, 76, 77, 78, 79, 80, 82, 83, 87, 88, 89, 90, 91, 92, 93, 97, 98, 99 and 100	62
3	Easy	6, 12, 14, 15, 21, 22, 29, 32, 35, 37, 38, 39, 40, 41, 42, 45, 54, 55, 58, 61, 62, 64, 66, 69, 70, 72, 75, 81, 84, 85, 86, 94, 95 and 96	34
Total			100

The result of index difficulty measurement of the try out showed that there were 4 difficult items, there were 62 fair items and there were 34 easy items.

### C. Research Instrument Reliability

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<sup>116</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendektan Praktek*, Jakarta: Rineka Cipta, 1999, p. 210.

Reliability also means the consistency with which a test measures the same thing all the time. Reliability of a test refers to its consistency with which it yields the same rank for an individual taking the test several times.<sup>117</sup> The reliability of the whole test can be estimated by using the formula:<sup>118</sup>

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

Where:

k : Number of items

s : Standard Deviation

$\sum pq$  : Result of square between p and q

The qualification of reliability as follows:<sup>119</sup>

0,800- 1,000 = very high validity

0,600 - 0,799 = high validity

0,400 – 0,599 = fair validity

0,200 – 0,399 = poor validity

0,00 – 0,199 = very poor validity

#### **D. Data Collection Procedure**

To get the data, the writer used some procedures as follows:

1. The writer chose the place of the study.

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<sup>117</sup>Norman E. Gronlund, *Measurement And Evaluation In Teaching (Fifth Edition)*, New York: Macmilan Publishing Company, 1985, p. 14.

<sup>118</sup>Riduwan, *Metode dan Teknik Menyusun Tesis*, Bandung: Alfaberta, 2010. p. 119.

<sup>119</sup>*Ibid*, p. 110

2. The writer determined two groups, the first group was experiment group and the second group was control group.
3. The writer gave pre test to both classes (experiment group and control group).
4. The writer checked the result of pre test.
5. The writer gave treatment (teaching) to the experiment group using cartoon movie and the writer taught the control group without cartoon movie.
6. The writer gave post test to both classes.
7. The writer checked the result of post test.
8. The writer gave score to students' answer (pre test and post test).

#### **E. Data Analysis procedure**

To analyze the data that has been collected; the writer used some procedures in this study:

1. The writer gave test to the students of the seventh grades students at MTs Muslimat Nu Palangka Raya.
2. The writer collected the data of the students' test result.
3. The writer gave score the students' test result by using the formula:

$$\text{Score} = \frac{B}{N} \times 100^{120}$$

Where:

B : Frequency of the correct answer

N : Number of test items

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<sup>120</sup>Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: Rajagrafindo

4. The writer tabulated the data into the distribution of frequency of score table, then looking for the mean, median, modus, standard deviation, and standard error of experiment group and control group.

Formula of mean, median and modus: <sup>121</sup>

- a. Mean

$$Mx = \frac{\sum fx}{N}$$

Where:

Mx : Mean

Fx : Total result product between each score with frequency

N : Number of case

- b. Median

$$Mdn = u - \frac{\frac{1}{2}N - fka}{fi} \times i$$

Where:

Mdn : Median

N : Number of case

Fkb : Cumulative frequency located in under interval contain median

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<sup>121</sup> Hartono, *Statistik Untuk Penelitian*, Yogyakarta: Pustaka Belajar, 2011, p. 33.

Fi : Authentic frequency (frequency of score contain median)

i : Interval class

c. Modus

$$Mo = u - \frac{fb}{fa + fb} \times i$$

Where:

Mo : Modus

Fa : frequency located in above interval contain modus

Fb : frequency located in under interval contain modus

i : Interval class

Formula of standard deviation and standard error: <sup>122</sup>

d. Standard Deviation

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

Where:

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<sup>122</sup>Ibid, p. 60

SD : Standard Deviation

i : Interval

N : Number of students

e. Standard Error

$$Sem = \frac{sd}{\sqrt{n-1}}$$

Where:

Sem : Standard Error

Sd : Standard Deviation

N : Number of students

5. The writer calculated normality and homogeneity.

a. Normality

It was used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Chi square was used here:<sup>123</sup>

$$\chi^2 = \sum \left[ \frac{(f_o - f_h)^2}{f_h} \right]$$

Where:

$\chi^2$  = Chi square

$f_o$  = frequency from observation

$f_h$  = expected frequency

---

<sup>123</sup>Sudjana, *Metode Statistika*, Bandung: Tarsito, 1996, p. 273.

Calculation result of  $\chi^2$  was compared with x table by 5% degree of significance. If  $\chi^2$  was lower than x table, so the distribution list was normal.

b. Homogeneity

It was used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. The formula is:<sup>124</sup>

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Where:

F : Frequence

The hypotheses in homogeneity:

$F_{\text{value}} \leq F_{\text{table}}$ , means both of variants are homogeneity.

$F_{\text{value}} > F_{\text{table}}$ , both of variants are homogeneity.

If calculation result of F was lower than F table by 5% degree of significance so  $H_0$  was accepted, it meant both groups have same variant.

6. The writer calculated the data by using t-test to examine the hypothesis of the study. To examine the hypothesis, the writer used t-test formula as follows:<sup>125</sup>

$$to = \frac{M1 - M2}{SEm1 - m2}$$

Where:

---

<sup>124</sup>*Ibid*, p. 280

<sup>125</sup>Anas Sugiono, *Pengantar Statistik Pendidikan*, Jakarta: Rajawali Press, 1978, p. 372

$M1-M2$  : The difference of two mean.

$SE_{m1-m2}$  : The standard error of difference between two mean.

To know the hypothesis was accepted or rejected using the criterion:

If  $t\text{-test} \geq t_{\text{table}}$ , it meant  $H_a$  was accepted and  $H_o$  was rejected.

If  $t\text{-test} \leq t_{\text{table}}$ , it meant  $H_a$  was rejected and  $H_o$  was accepted.

7. The writer interpreted the result of t-test. The writer accounted degree of freedom (df) with the formula as follows: <sup>126</sup>

$$df = (N1 + N2 - 2)$$

Where:

df : Degree of freedom

$N1$  : Number of subject group 1

$N2$  : Number of subject group 2

2 : Number of variable

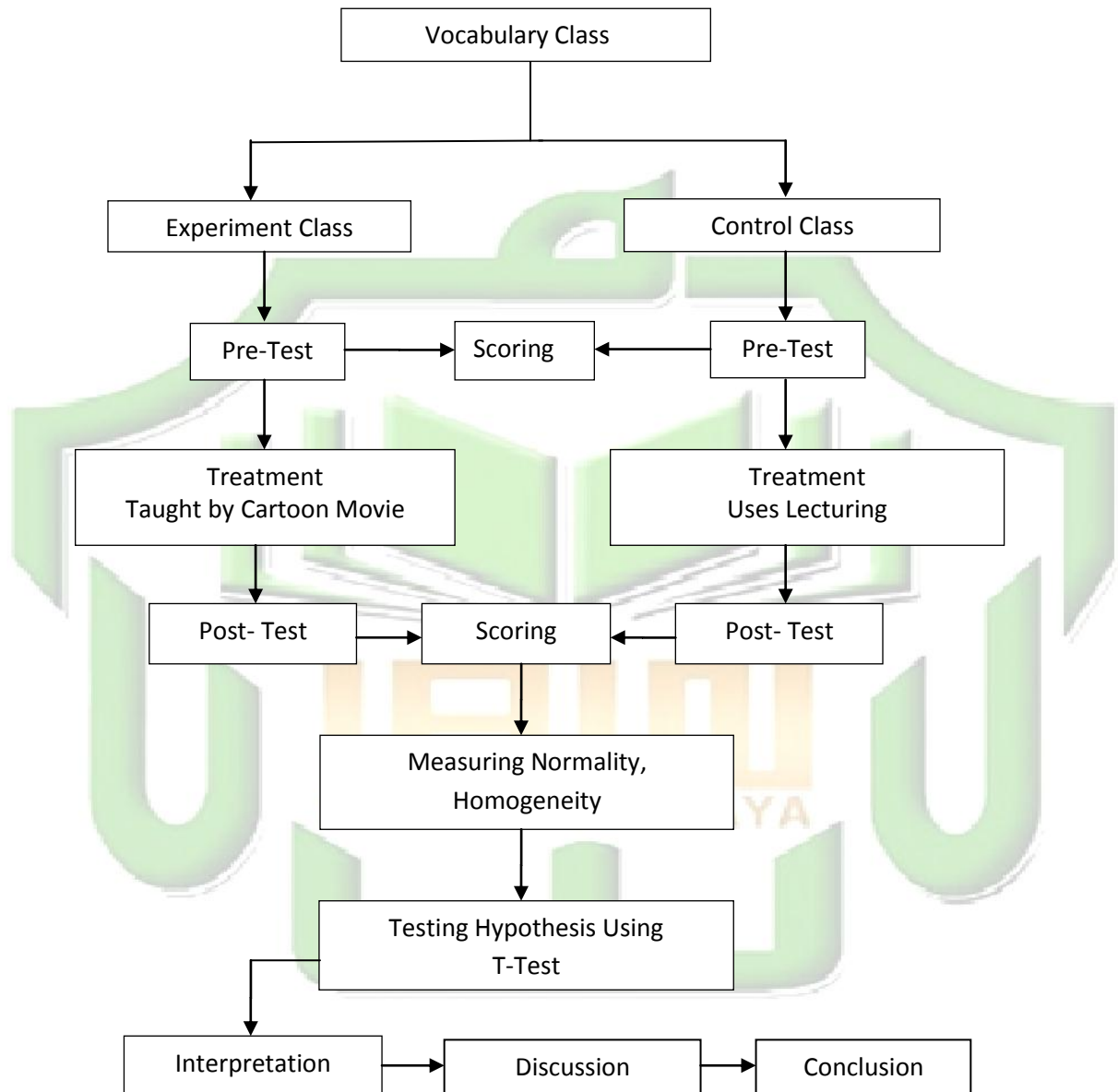
8. The writer discussed and concluded the result of data analysis.

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<sup>126</sup> *Ibid*, p. 284



**Figure 3.1 Steps of collecting, data analysis procedure and testing hypothesis**



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the writer presents the data which had been collected from the research in the field of study. The data are the result of pre-test experiment and control class, the result of post-test experiment and control class, result of data analysis, interpretation, and discussion.

#### **A. Data Presentation**

The Pre-test and Post-test at the experiment class had been conducted on March, 26<sup>th</sup> 2016(Saturday, at time 10.20-11.40) for Pre-test and April, 18<sup>th</sup> 2016 (Monday, at time 07.20–08.40) for Post- test in class VII B of MTs Muslimat Nu Palangka Raya with the number of student was 39 students. Then the control class had been conducted on March, 30<sup>th</sup> 2016(Wednesday, at time 07.20–08.40) for Pre-test and April, 22<sup>th</sup> 2016 (Friday, at time 08.40–09.40) for Post- test in the class VII A of MTs Muslimat Nu Palangka Raya with the number of student was 39 students.

In this chapter, the writer presented the obtained data of the students' vocabulary score, experiment class who was taught with cartoon movie and control class who was taught without cartoon movie.

#### **1. Distribution of the Pre-Test Scores of the Experiment Class**

The pre-test scores of the experiment class are presented in the following table.

**Table 4.1 The Description of the Pre-Test Scores of the Experiment Class**

No	Experiment Class		
	Students' Code	Score	Grade
1	E01	69	C
2	E02	66	C
3	E03	61	C
4	E04	79	B
5	E05	70	B
6	E06	61	C
7	E07	78	B
8	E08	79	B
9	E09	54	D
10	E10	78	B
11	E11	70	B
12	E12	65	C
13	E13	66	C
14	E14	75	B
15	E15	58	D
16	E16	76	B
17	E17	65	C
18	E18	58	D
19	E19	66	C
20	E20	60	C
21	E21	65	C
22	E22	70	B
23	E23	60	C
24	E24	54	D
25	E25	74	B
26	E26	65	C
27	E27	61	C
28	E28	70	B
29	E29	60	C
30	E30	70	B
31	E31	65	C
32	E32	56	D
33	E33	54	D
34	E34	70	B
35	E35	64	C
36	E36	63	C
37	E37	79	B
38	E38	58	D

39	E39	70	B
----	-----	----	---

A = Very Good

B = Good

C = Poor

D = Very Poor

Based on the data above, it can be seen that the students' highest score is 79 and the student's lowest score is 54. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The highest score (H) : 79

The lowest score (L) : 54

The range of score (R) =  $H - L$   
 $= 79 - 54$   
 $= 25$

The Class Interval (K) =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \log 39$   
 $= 1 + 3.3 (1.59)$   
 $= 1 + 5.247$   
 $= 6.247 = 6$

Interval of temporary (I) =  $\frac{R}{K} = \frac{25}{6} = 4.16667 = 4 \text{ or } 5$

So, the range of score is 25, the class interval is 6, and interval of temporary is

5. Then, it is presented using frequency distribution in the following table:

**Table 4.2 The Frequency Distribution of the Pre-Test Score of the Experiment**

**Class**

<b>Class (k)</b>	<b>Interval (I)</b>	<b>Frequency (F)</b>	<b>Midpoint (X)</b>	<b>Relative Frequency (%)</b>	<b>The Limitation of Each Group</b>
1	79 – 83	3	81	7.692307	78.5 – 83.5
2	74 – 78	5	76	14.28571	73.5 – 78.5
3	69 – 73	8	71	20.51282	68.5 – 73.5
4	64 – 68	9	66	23.07692	63.5 – 68.5
5	59 – 63	7	61	17.94871	58.5 – 63.5
6	54 – 58	7	56	17.9487	53.5 – 58.5
<b>TOTAL</b>		<b>39</b>		<b>100</b>	

**Figure 4.1. The Frequency Distribution of the Pre-Test Score of the Experiment Class**

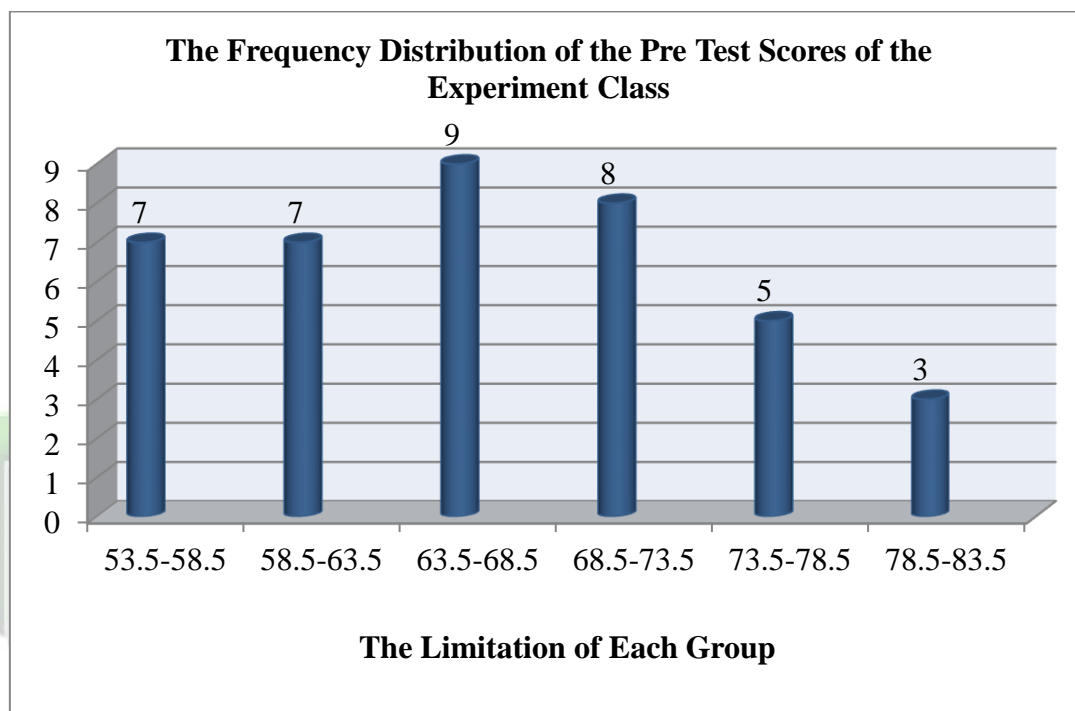


Figure 4.1 shows that most of the students got score 63.5-68.5. It is proved that there are 9 students which is the greatest of number but their score are still below standard value. Whereas the lowest of number in the score 78.5-83.5 which is only 3 student. The students' score which pass the standard value (67) are 23 students and there are 16 students whose score are below the standard value.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

**Table 4.3 The Calculation of Mean, Median, and Modus of the Pre-Test Scores  
of the Experiment Class**

Interval (I)	Frequency (F)	Midpoint (X)	FX	fk (a)	fk (b)
79 – 83	3	81	243	3	39
74 – 78	5	76	380	8	36
69 – 73	8	71	568	16	31
64 – 68	9	66	594	25	23
59 – 63	7	61	427	32	14
55 - 58	7	56	392	39	7
<b>TOTAL</b>	<b>39</b>		<b>2604</b>		

a. Mean

$$\begin{aligned}
 \bar{X} &= \frac{\sum fX}{N} \\
 &= \frac{2604}{39} \\
 &= 66.76923
 \end{aligned}$$

b. Median

$$\begin{aligned}
 Me &= l + i \left( \frac{\frac{1}{2}n - fk_b}{f_i} \right) \\
 &= 63.5 + 5 \left( \frac{\frac{1}{2}39 - 14}{9} \right) \\
 &= 63.5 + 5 (0.61111) \\
 &= 63.5 + (3.05555) \\
 &= 66.55555
 \end{aligned}$$

c. Modus

$$\begin{aligned}
 Mo &= l + \left( \frac{fa}{fa+fb} \right) i \\
 &= 63.5 + \left( \frac{8}{8+7} \right) 5 \\
 &= 63.5 + (0.53333)5 \\
 &= 63.5 + 2.66665 \\
 &= 66.16665
 \end{aligned}$$

From the calculation, the mean score is 66.76923, median score is 66.55555, and modus score is 66.16665 of the pre-test of the experiment class.

The last step, the writer tabulates the scores into the table for the calculation of standard deviation and the standard error as follows:

**Table 4.4 The Calculation of the Standard Deviation and the Standard Error of the Pre-Test Scores of the Experiment Class**

Interval (I)	Frequency (F)	Midpopint (X)	x'	Fx'	F(x' <sup>2</sup> )
79 – 83	3	81	3	9	27
74 – 78	5	76	2	10	20
69 – 73	8	71	1	8	8
64 – 68	9	66	0	0	0
59 – 63	7	61	-1	-7	7
54 - 58	7	56	-2	-14	28
<b>TOTAL</b>	<b>39</b>			<b>6</b>	<b>90</b>

**a. Standart Deviation**

$$SD_1 = i \sqrt{\frac{\sum Fx'^2}{N} - \frac{(Fx')^2}{N}}$$

$$SD_1 = 5 \sqrt{\frac{90}{39} - \left(\frac{6}{39}\right)^2}$$

$$SD_1 = 5 \sqrt{2.30769230769 - (0.15384615384)^2}$$

$$SD_1 = 5 \sqrt{2.30769230769 - 0.02366863905}$$

$$SD_1 = 5 \sqrt{2.28402366864}$$

$$SD_1 = 5 \times 1.51129866956$$

$$SD_1 = 7.5564933478$$

**b. Standard Error**

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SEM_1 = \frac{7.5564933478}{\sqrt{39 - 1}}$$

$$SEM_1 = \frac{7.5564933478}{\sqrt{38}}$$

$$SEM_1 = \frac{7.5564933478}{6.1644}$$

$$SEM_1 = 1.22558$$

The result of calculation reports that the standard deviation of pre test score of experiment class is 7.5564933478 and the standard error of pre test score of experiment class is 1.22558.

The next step, the writer calculates the scores of the pre test in experiment class using SPSS 18.0 as follows:

**Table 4.5 The Table of calculation of The Pre-Test Scores of The Experiment Class Using SPSS 18.0 Program**

Statistics		
VAR00001		
N	Valid	39
	Missing	0
Mean		66.21
Std. Error of Mean		1.186
Median		65.00
Mode		70
Std. Deviation		7.406
Variance		54.852
Range		25
Minimum		54



Maximum	79
Sum	2582

Table 4.5 above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the writer found some values of the Mean which is 66.21, Std. Error of Mean which is 1.186, Median which is 65.00, Mode which is 70, Std. Deviation which is 7.406, Variance which is 54.852, Range which is 25, Minimum which is 54, Maximum which is 79 and Sum which is 2582.

## 2. Distribution of the Pre-Test of the Control Class

The pre test scores of the control class are presented in the following table.

**Table 4.6 The Description of the Pre-Test Scores of the Control Class**

No	Control Class		
	Students' Code	Score	Grade
1	C01	61	C
2	C02	60	C
3	C03	58	D
4	C04	65	C
5	C05	54	D
6	C06	70	B
7	C07	63	C
8	C08	66	C
9	C09	60	C
10	C10	74	B
11	C11	65	C
12	C12	73	B
13	C13	74	B
14	C14	65	C
15	C15	66	C
16	C16	56	D
17	C17	60	C
18	C18	70	B
19	C19	64	C

20	C20	70	B
21	C21	61	C
22	C22	60	C
23	C23	74	B
24	C24	72	B
25	C25	74	B
26	C26	65	C
27	C27	70	B
28	C28	65	C
29	C29	56	C
30	C30	64	C
31	C31	65	C
32	C32	65	C
33	C33	74	B
34	C34	58	D
35	C35	73	B
36	C36	63	C
37	C37	70	B
38	C38	56	D
39	C39	65	C

A = Very Good

B = Good

C = Poor

D = Very Poor

Table 4.6 highlights that the student's highest score is 74 and the student's lowest score is 54. To determine the range of score, the class interval, and the interval temporary the writer calculates using formula as follows:

The Highest Score (H) = 74

The Lowest Score (L) = 54

The Range of Score (R) = H - L  
= 74 - 54  
= 20

The Class Interval (K) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log 39$   
=  $1 + 3.3 (1.59)$   
=  $1 + 5.247$   
=  $6.247 = 6$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{20}{6} = 3.33333 = 3 \text{ or } 4$$

So, the range of score is 20, the class interval is 6, and interval of temporary is

4. Then, it is presented using frequency distribution in the following table:

**Table 4.7 The Frequency Distribution of the Pre-Test Score of the Control Class**

<b>Class (k)</b>	<b>Interval (I)</b>	<b>Frequency (F)</b>	<b>Midpoint (X)</b>	<b>Relative Frequency (%)</b>	<b>The Limitation of Each Group</b>
1	74 - 77	5	75.5	12.82051	73.5 – 77.5
2	70 - 73	8	71.5	20.51282	69.5 – 73.5
3	66 - 69	2	67.5	5.12820	65.5 – 69.5
4	62 - 65	12	63.5	30.76923	61.5 – 65.5
5	58 - 61	8	59.5	20.51282	57.5 – 61.5
6	54 - 57	4	55.5	10.25641	53.5 – 57.5
<b>TOTAL</b>		<b>39</b>		<b>100</b>	

**Figure 4.2 The Frequency Distribution of the Pre-Test Score of the Control Class**

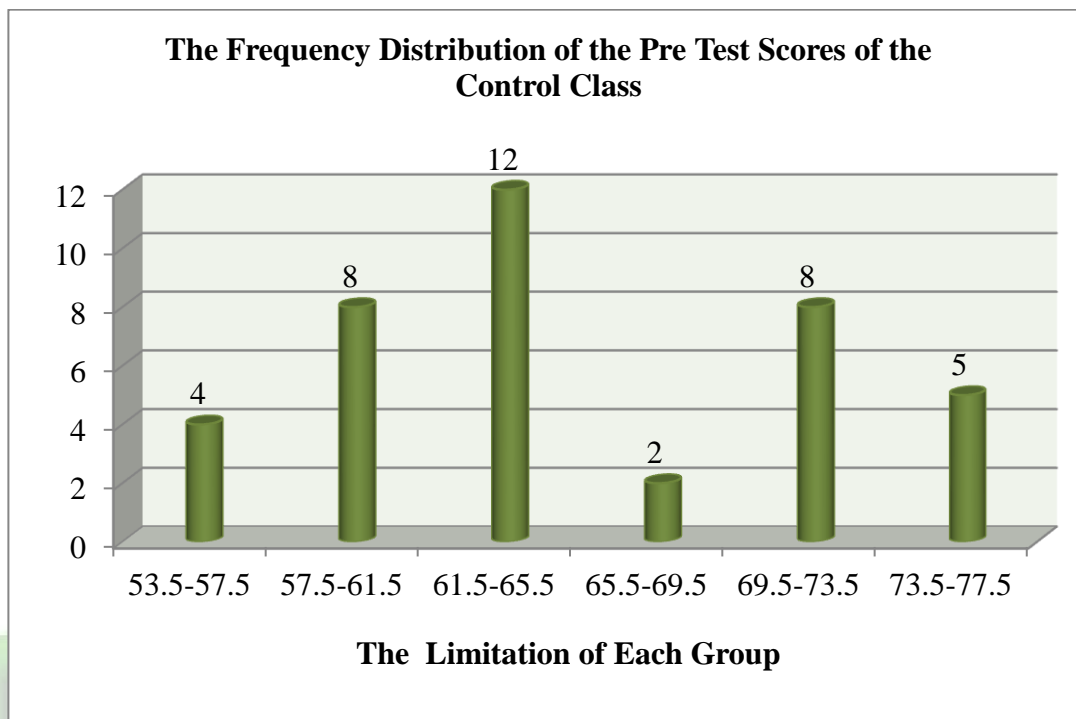


Figure 4.2 shows that most of the students got score 61.5-65.5. It is proved that there are 12 students which is the greatest of number but their score are still below standard value (67). Whereas the lowest of number in the score 65.5-69.5 which is only 2 students and both score are still below standard value (67). The students' score which pass the standard value (67) are 10 students and there are 26 students whose score are below the standard value.

The next step, the writer tabulates the score into the table for the calculation of mean, median, and modus as follows:

**Table 4.8 The Calculation of Mean, Median, and Modus of the Pre-Test Scores of the Control Class**

Interval (I)	Frequency (F)	Midpoint (X)	FX	fk (a)	fk (b)
-----------------	------------------	-----------------	----	--------	--------

74 – 77	5	75.5	377.5	5	39
70 – 73	8	71.5	572	13	34
66 – 69	2	67.5	135	15	26
62 – 65	12	63.5	762	27	24
58 – 61	8	59.5	476	35	12
54 – 57	4	55.5	222	39	4
<b>TOTAL</b>	<b>39</b>		<b>2544.5</b>		

a. Mean

$$\begin{aligned}
 \bar{X} &= \frac{\sum fX}{N} \\
 &= \frac{2544.5}{39} \\
 &= 65.24358
 \end{aligned}$$

b. Median

$$\begin{aligned}
 Me &= l + i \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \\
 &= 61.5 + 4 \left( \frac{\frac{1}{2}39 - 12}{12} \right) \\
 &= 61.5 + 4 (2.4) \\
 &= 61.5 + 9.6 \\
 &= 71.1
 \end{aligned}$$

c. Modus

$$\begin{aligned}
 Mo &= l + \left( \frac{fa}{fa+fb} \right) i \\
 &= 61.5 + \left( \frac{2}{2+8} \right) 4 \\
 &= 61.5 + (0.2)4 \\
 &= 61.5 + 0.8 \\
 &= 62.3
 \end{aligned}$$

From the calculation, the mean score is 65.24358, median score is 71.1, and modus score is 62.3 of the pre-test of the control class.

The last step, the writer tabulates the scores into the table for the calculation of standard deviation and the standard error as follows:

**Table 4.9 The Calculation of the Standard Deviation and the Standard Error of the Pre-Test Scores of the Control Class**

Interval (I)	Frequency (F)	Midpoint (X)	x'	Fx'	Fx'2
74 – 77	5	75.5	3	15	45
70 – 73	8	71.5	2	16	32
66 – 69	2	67.5	1	2	2
62 – 65	12	63.5	0	0	0
58 – 61	8	59.5	-1	-8	8
54 – 57	4	55.5	-2	-8	16
<b>TOTAL</b>	<b>36</b>			<b>17</b>	<b>103</b>

**a. Standard Deviation**

$$SD_2 = i \sqrt{\frac{\sum Fx'^2}{N} - \frac{(Fx')^2}{N}}$$

$$SD_2 = 4 \sqrt{\frac{103}{39} - \left(\frac{17}{39}\right)^2}$$

$$SD_2 = 4 \sqrt{2.64 - (0.43)^2}$$

$$SD_2 = 4 \sqrt{2.64 - 0.1846}$$

$$SD_2 = 4 \sqrt{2.4554}$$

$$SD_2 = 4 \times 1.566$$

$$SD_2 = 6.264$$

**b. Standard Error**

$$SEM_2 = \frac{SD_2}{\sqrt{N_1 - 1}}$$

$$SEM_2 = \frac{6.264}{\sqrt{39 - 1}}$$

$$SEM_2 = \frac{6.264}{\sqrt{38}}$$

$$SEM_2 = \frac{6.264}{6.164}$$

$$SEM_2 = 1.016$$

The result of calculation reports that the standard deviation of pre test score of control class is 6.264 and the standard error of pre test score of control class is 1.016.

The next step, the writer calculates the scores of pre-test in control class using SPSS 18.0 as follows:

**Table 4.10 The Table of Calculation of the Pre-Test Scores of the Control Class Using SPSS 18.0 Program**

Statistics		
VAR00002		
N	Valid	39
	Missing	0
Mean		65.23
Std. Error of Mean		.941
Median		65.00
Mode		65
Std. Deviation		5.873
Variance		34.498
Range		20
Minimum		54
Maximum		74
Sum		2544

Table 4.10 above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the writer found some values of the Mean which is 65.23, Std. Error of Mean which is 0.941, Median which is 65.00, Mode which is 65, Std. Deviation which is 5.873, Variance which is 34.498, Range which is 20, Minimum which is 54, Maximum which is 74 and Sum which is 2544.

### 3. Distribution of the Post-Test Scores of the Experiment Class

The post test scores of the experiment class are presented in the following table.

**Table 4.11 The Description of the Post-Test Scores of the Experiment Class**

No	Experiment Class		
	Students' Code	Score	Grade

1	E01	75	B
2	E02	73	B
3	E03	71	B
4	E04	80	A
5	E05	71	B
6	E06	73	B
7	E07	80	A
8	E08	70	B
9	E09	70	B
10	E10	79	B
11	E11	74	B
12	E12	75	B
13	E13	73	B
14	E14	79	B
15	E15	78	B
16	E16	78	B
17	E17	75	B
18	E18	69	C
19	E19	71	B
20	E20	71	B
21	E21	78	B
22	E22	75	B
23	E23	79	B
24	E24	71	B
25	E25	80	A
26	E26	75	B
27	E27	69	C
28	E28	75	B
29	E29	70	B
30	E30	80	A
31	E31	75	B
32	E32	71	B
33	E33	70	B
34	E34	80	A
35	E35	80	A
36	E36	80	A
37	E37	79	B
38	E38	75	B
39	E39	75	B



A = Very Good

B = Good

C = Poor

D = Very Poor

Table 4.11 highlights that the student's highest score is 80 and the student's lowest score is 69. To determine the range of score, the class interval, and the interval temporary the writer calculates using formula as follows:

$$\text{The Highest Score (H)} = 80$$

$$\text{The Lowest Score (L)} = 69$$

$$\begin{aligned}\text{The Range of Score (R)} &= H - L \\ &= 80 - 69 \\ &= 11\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 39 \\ &= 1 + 3.3 (1.59) \\ &= 1 + 5.247 \\ &= 6.247 = 6\end{aligned}$$

$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{11}{6} = 1.83333 = 2$$

So, the range of score is 11, the class interval is 6, and interval of temporary is

2. Then, it is presented using frequency distribution in the following table:

**Table 4.12 The Frequency Distribution of the Post-Test Score of the Experiment**

**Class**

<b>Class (k)</b>	<b>Interval (I)</b>	<b>Frequency (F)</b>	<b>Midpoint (X)</b>	<b>Relative Frequency (%)</b>	<b>The Limitation of Each Group</b>
1	79 – 80	10	79.5	25.6410	78.5 – 80.5
2	77 – 78	3	77.5	7.69230	76.5 – 78.5
3	75 – 76	11	75.5	30,55556	74.5 – 76.5
4	73 – 74	2	73.5	5,555556	72.5 – 74.5
5	71 – 72	6	71.5	16,66667	70.5 – 72.5
6	69 – 70	7	69.5	19,44444	68.5 – 70.5
<b>TOTAL</b>		<b>39</b>		<b>100</b>	

**Figure 4.3. The Frequency Distribution of the Post-Test Scores of the Experiment Class**

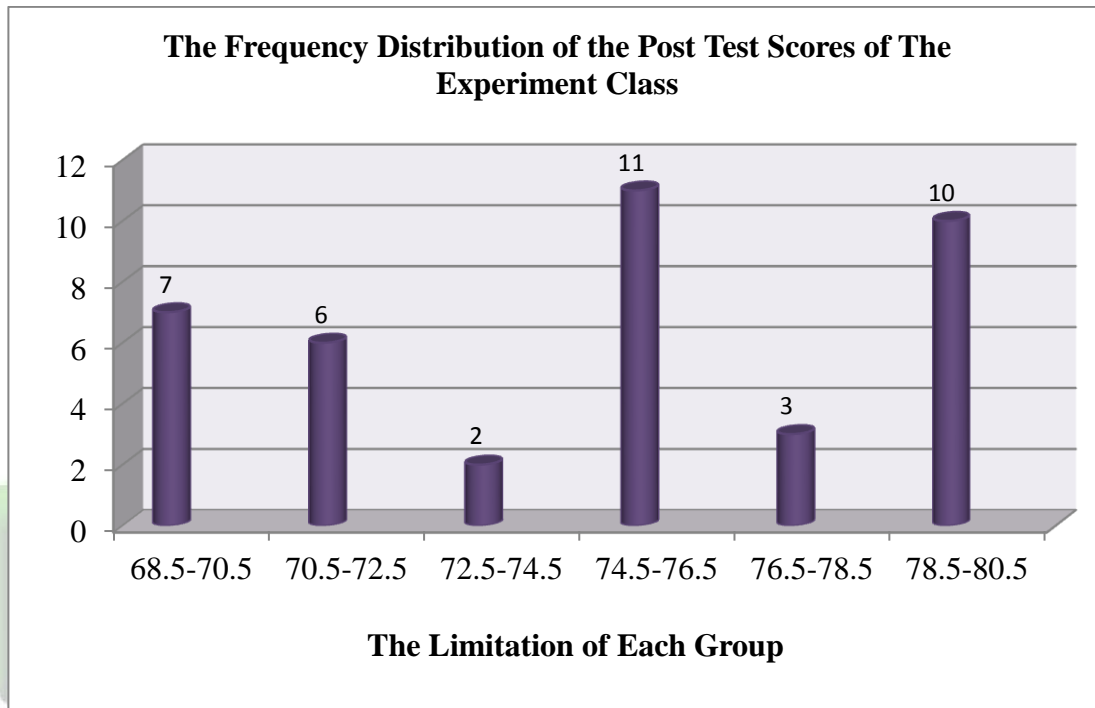


Figure 4.3 shows that most of the students got score 74.5-76.5. It is proved that there are 11 students which is the greatest of number. Whereas the lowest of number in the score 76.5-78.5 which is only 3 student. From the figure clarify that all of the students' score are pass the standard value (67).

The next step, the writer tabulates the score into the table for the calculation of mean, median, and modus as follows:

**Table 4.13 The Calculation of Mean, Median, and Modus of the Post-Test Scores of the Experiment Class**

Interval (I)	Frequency (F)	Midpoint (X)	FX	fk (a)	fk (b)
-----------------	------------------	-----------------	----	--------	--------

79 - 80	10	79.5	795	10	39
77 - 78	3	77.5	232.5	13	29
75 - 76	11	75.5	830.5	24	26
73 - 74	2	73.5	147	26	15
71 - 72	6	71.5	429	32	13
69 - 70	7	69.5	486.5	39	7
<b>TOTAL</b>	<b>39</b>		<b>2920.5</b>		

a. Mean

$$\bar{X} = \frac{\sum fX}{N}$$

$$= \frac{2920.5}{39}$$

$$= 74.8846$$

b. Median

$$\begin{aligned} Me &= l + i \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \\ &= 74.5 + 2 \left( \frac{\frac{1}{2}39 - 13}{11} \right) \\ &= 74.5 + 2 (0.5909) \\ &= 74.5 + 1.1818 \end{aligned}$$

$$= 75.6818$$

c. Modus

$$\begin{aligned} Mo &= l + \left( \frac{fa}{fa+fb} \right) i \\ &= 74.5 + \left( \frac{3}{3+2} \right) 2 \\ &= 74.5 + 0.6 \times 2 \\ &= 74.5 + 1.2 \\ &= 75.7 \end{aligned}$$

From the calculation, the mean score is 74.8846, median score is 75.6818, and modus score is 75.7 of the post-test of the experiment class.

The last step, the writer tabulates the scores into the table for the calculation of standard deviation and the standard error as follows:

**Table 4.14 The Calculation of the Standard Deviation and the Standard Error of the Post-Test Scores of Experiment Class**

Interval (I)	Frequency (F)	Midpoint (X)	x'	Fx'	F(x' <sup>2</sup> )
79 - 80	10	79.5	3	30	90
77 - 78	3	77.5	2	6	18
75 - 76	11	75.5	1	11	11
73 - 74	2	73.5	0	0	0
71 - 72	6	71.5	-1	-6	6
69 - 70	7	69.5	-2	-14	28
<b>TOTAL</b>	<b>39</b>			<b>27</b>	<b>153</b>

**a. Standard Deviation**

$$SD_1 = i \sqrt{\frac{\sum Fx'^2}{N} - \frac{(Fx')^2}{N}}$$

$$SD_1 = 2 \sqrt{\frac{153}{39} - \left(\frac{27}{39}\right)^2}$$

$$SD_1 = 2 \sqrt{3.9230 - (0.6923)^2}$$

$$SD_1 = 2 \sqrt{3.9230 - 0.479279}$$

$$SD_1 = 2 \sqrt{3.443721}$$

$$SD_1 = 2 \times 1.85572$$

$$SD_1 = 3.71145$$

**b. Standard Error**

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SEM_1 = \frac{3.71145}{\sqrt{39 - 1}}$$

$$SEM_1 = \frac{3.71145}{\sqrt{38}}$$

$$SEM_1 = \frac{3.71145}{6.164}$$

$$SEM_1 = 0.6020$$

The result of calculation reports that the standard deviation of the post-test score of the experiment class is 3.71145 and the standard error of post-test score of experiment class is 0.6020.

The next step, the writer calculates the scores of the post-test in experiment class using SPSS as follows:

**Table 4.15 The Table of Calculation of the Post-Test Scores of the Experiment Class Using SPSS 18.0 Program**

Statistics		
VAR00001		
N	Valid	39
	Missing	0
Mean		74.92
Std. Error of Mean		.607
Median		75.00
Mode		75
Std. Deviation		3.793
Variance		14.389
Range		11
Minimum		69
Maximum		80
Sum		2922

Table 4.15 above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the writer found some values of the Mean which is 74.92, Std. Error of Mean which is 0.607, Median which is 75.00, Mode which is 75, Std. Deviation which is 3.793, Variance

which is 14.389, Range which is 11, Minimum which is 69, Maximum which is 80 and Sum which is 2922.

#### 4. Distribution of the Post-Test of the Control Class

The post test scores of the control class are presented in the following table.

**Table 4.16 The Description of the Post-Test Scores of the Control class**

No	Control Class		
	Students' Code	Score	Grade
1	C01	74	B
2	C02	70	B
3	C03	70	B
4	C04	71	B
5	C05	78	B
6	C06	70	B
7	C07	74	B
8	C08	63	C
9	C09	70	B
10	C10	78	B
11	C11	78	B
12	C12	70	B
13	C13	66	C
14	C14	75	B
15	C15	65	C
16	C16	61	C
17	C17	66	C
18	C18	74	B
19	C19	74	B
20	C20	74	B
21	C21	63	C
22	C22	71	B
23	C23	78	B
24	C24	70	B
25	C25	74	B
26	C26	74	B
27	C27	74	B
28	C28	70	B
29	C29	70	B
30	C30	66	C

31	C31	74	B
32	C32	78	B
33	C33	78	B
34	C34	75	B
35	C35	78	B
36	C36	75	B
37	C37	74	B
38	C38	61	C
39	C39	74	B

A = Very Good

B = Good

C = Poor

D = Very Poor

Table 4.16 highlights that the student's highest score is 78 and the student's lowest score is 61. To determine the range of score, the class interval, and the interval temporary the writer calculates using formula as follows:

The Highest Score (H) = 78

The Lowest Score (L) = 61

The Range of Score (R) = H - L  
= 78 - 61 = 17

The Class Interval (K) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log 39$   
=  $1 + 3.3 (1.59)$   
=  $1 + 5.247$   
=  $6.247 = 6$

Interval of Temporary (I) =  $\frac{R}{K} = \frac{17}{6} = 2.83333 = 2 \text{ or } 3$

So, the range of score is 17, the class interval is 6, and interval of temporary is

3. Then, it is presented using frequency distribution in the following table:

**Table 4.17 The Frequency Distribution of the Post-Test Score of the Control Class**

Class (k)	Interval (I)	Frequency (F)	Midpoint (X)	Relative Frequency (%)	The Limitation of Each Group
1	76 – 78	7	77	17.948717	75.5 – 78.5
2	73 – 75	14	74	35.897435	72.5 – 75.5
3	70 – 72	10	71	27.77778	69.5 – 72.5
4	67 – 69	0	68	0	66.5 – 69.5
5	64 – 66	4	65	11.11111	63.5 – 66.5
6	61 – 63	4	62	11.11111	60.5 – 63.5
<b>TOTAL</b>		<b>39</b>		<b>100</b>	

**Figure 4.4 The Frequency Distribution of the Post-Test Score of the Control Class**

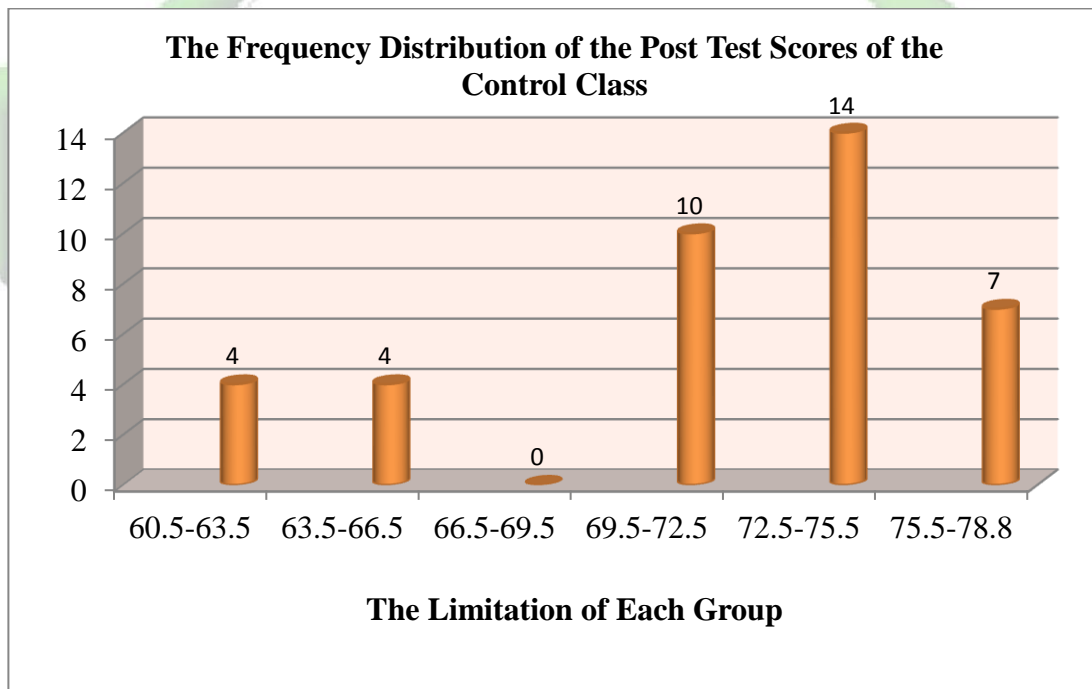


Figure 4.4 shows that most of the students got score 72.5-75.5. It is proved that there are 14 students which is the greatest of number. Whereas the lowest of number in the score 66.5-69.5 which there is no students got that score. The students' score which pass the standard value (67) are 28 students and there are 8 students whose



score are below the standard value. It means that the most of students got score which pass the standard value (67).

The next step, the writer tabulates the score into the table for the calculation of mean, median, and modus as follows:

**Table 4.18 The Calculation of Mean, Median, and Modus of the Post-Test Scores of the Control Class**

Interval (I)	Frequency (F)	Midpoint (X)	FX	fk (a)	fk (b)
76 – 78	7	77	539	7	39
73 – 75	14	74	1036	21	32
70 – 72	10	71	710	31	18
67 – 69	0	68	0	31	8
64 – 66	4	65	260	35	8
61 – 63	4	62	248	39	4
<b>TOTAL</b>	<b>39</b>		<b>2793</b>		

a. Mean

$$\begin{aligned}
 X &= \frac{\sum fX}{N} \\
 &= \frac{2793}{39} \\
 &= 71.6153846
 \end{aligned}$$

b. Median

$$\begin{aligned}
 Me &= l + i \left( \frac{\frac{1}{2}n - fk_b}{f_i} \right) \\
 &= 72.5 + 3 \left( \frac{\frac{1}{2} 39 - 18}{14} \right) \\
 &= 72.5 + 3 (0.1071428) \\
 &= 72.5 + 0.3214285 \\
 &= 72.82142857
 \end{aligned}$$

a. Modus

$$\begin{aligned}
 Mo &= l + \left( \frac{fa}{fa+fb} \right) i \\
 &= 72.5 + \left( \frac{7}{7+10} \right) 3 \\
 &= 72.5 + (0.41176)3 \\
 &= 72.5 + 1.2352941
 \end{aligned}$$

$$= 73.735294$$

From the calculation, the mean score is 71.6153846, median score is 72.82142857., and modus score is 73.735294 of the post-test of the control class.

The last step, the writer tabulates the scores into the table for the calculation of standard deviation and the standard error as follows:

**Table 4.19 The Calculation of the Standard Deviation and the Standard Error of the Post-Test Scores of the Control Class**

Interval (I)	Frequency (F)	Midpoint (X)	x'	Fx'	Fx'²
76 – 78	7	77	2	14	28
73 – 75	14	74	1	14	14
70 – 72	10	71	0	0	0
67 – 69	0	68	-1	0	0
64 – 66	4	65	-2	-8	16
61 – 63	4	62	-3	-12	36
<b>TOTAL</b>	<b>39</b>			<b>8</b>	<b>94</b>

**a. Standard Deviation**

$$SD_2 = i \sqrt{\frac{\sum Fx'^2}{N} - \frac{(Fx')^2}{N^2}}$$

$$SD_2 = 3 \sqrt{\frac{94}{39} - \left(\frac{8}{39}\right)^2}$$

$$SD_2 = 3 \sqrt{2.41025 - (0.20512)^2}$$

$$SD_2 = 3 \sqrt{2.41025 - 0.04207}$$

$$SD_2 = 3 \sqrt{2.36818}$$

$$SD_2 = 3 \times 1.53888$$

$$SD_2 = 4.61664$$

**b. Standard Error**

$$SEM_2 = \frac{SD_2}{\sqrt{N_1 - 1}}$$

$$SEM_2 = \frac{4.61664}{\sqrt{39 - 1}}$$

$$SEM_2 = \frac{4.61664}{\sqrt{38}}$$

$$SEM_2 = \frac{4.61664}{6.164414}$$

$$SEM_2 = 0.748917$$

The result of calculation reports that the standard deviation of post-test score of control class is 4.61664 and the standard error of post-test score of control class is 0.748917.

The next step, the writer calculates the scores of the post-test in control class using SPSS 18.0 as follows:

**Table 4.20 The Table of Calculation of the Post-Test Scores of the Control Class**

**Using SPSS 18.0 Program**

Statistics		
VAR00002		
N	Valid	39
	Missing	0
Mean		71.74
Std. Error of Mean		.786
Median		74.00
Mode		74
Std. Deviation		4.908
Variance		24.090
Range		17
Minimum		61
Maximum		78
Sum		2798

Table 4.20 above is a SPSS calculation; this calculation supported the manual calculation which is done by the researcher. Based on the table above, the writer found some values of the Mean which is 71.74, Std. Error of Mean which is 0.786, Median which is 74.00, Mode which is 74, Std. Deviation which is 4.908, Variance which is 24.090, Range which is 17, Minimum which is 61, Maximum which is 78 and Sum which is 2798.

### 5. Comparison Result of Pre Test and Post Test Score of Experiment Class

The comparison between pre test and post test score of experiment class were presented in table 4.21 as follow:

**Tabel 4.21 The Comparison Pre Test and Post Test Score of Experiment Class**

No	Students' Name	Students' Code	Experiment Class				Diff
			Pre Test Score	Grade	Post Test Score	Grade	
1	AMR	E01	69	C	75	B	6
2	ASB	E02	66	C	73	B	7
3	AS	E03	61	C	71	B	10
4	ASN	E04	79	B	80	A	1
5	AA	E05	70	B	71	B	1
6	DI	E06	61	C	73	B	12
7	EA	E07	78	B	80	A	2
8	FBS	E08	79	B	70	B	-9
9	GP	E09	54	D	70	B	16
10	K	E10	78	B	79	B	1
11	LH	E11	70	B	74	B	4
12	MA	E12	65	C	75	B	10
13	MAH	E13	66	C	73	B	7

14	MAP	E14	75	B	79	B	4
15	MDA	E15	58	D	78	B	20
16	MNRR	E16	76	B	78	B	2
17	MRM	E17	65	C	75	B	10
18	MS	E18	58	D	69	C	11
19	MK	E19	66	C	71	B	5
20	MN	E20	60	C	71	B	11
21	MM	E21	65	C	78	B	13
22	ML	E22	70	B	75	B	5
23	NM	E23	60	C	79	B	19
24	NI	E24	54	D	71	B	17
25	NH	E25	74	B	80	A	6
26	NDA	E26	65	C	75	B	10
27	NAM	E27	61	C	69	C	8
28	NH	E28	70	B	75	B	5
29	RW	E29	60	C	70	B	10
30	RA	E30	70	B	80	A	10
31	RJ	E31	65	C	75	B	10
32	RR	E32	56	D	71	B	15
33	RM	E33	54	D	70	B	16
34	RR	E34	70	B	80	A	10
35	REW	E35	64	C	80	A	16
36	SPS	E36	63	C	80	A	17
37	SF	E37	79	B	79	B	0
38	W	E38	58	D	75	B	17
39	ZAS	E39	70	B	75	B	5
	Mean		66.769 23		74.884 6		

A = Very Good

B = Good

C = Poor

D = Very Poor

The Table 4.21 showed that the students' score is mostly increase. Significantly in experiment class than control class, it seems from the median of the both.

## 6. Comparison Result of Pre Test and Post Test Score of Control Class

The comparison between pre test and post test score of control class were presented in table 4.22 as follow:

**Tabel 4.22 The Comparison Pre Test and Post Test Score of Control Class**

No	Students' Name	Students' Code	Control Class			Grade	Diff
			Pre Test Score	Grade	Post Test Score		
1	AK	C01	61	C	74	B	13
2	ASI	C02	60	C	70	B	10
3	ANDP	C03	58	D	70	B	12
4	AP	C04	65	C	71	B	6
5	A	C05	54	D	78	B	24
6	BS	C06	70	B	70	B	0
7	DM	C07	63	C	74	B	11
8	DAR	C08	66	C	63	C	-3
9	F	C09	60	C	70	B	10
10	FH	C10	74	B	78	B	4
11	HZ	C11	65	C	78	B	13
12	H	C12	73	B	70	B	-3
13	HA	C13	74	B	66	C	-8
14	JR	C14	65	C	75	B	10
15	JEP	C15	66	C	65	C	-1
16	KN	C16	56	D	61	C	5
17	K	C17	60	C	66	C	6
18	K	C18	70	B	74	B	4
19	KMNA	C19	64	C	74	B	10
20	LH	C20	70	B	74	B	4
21	MA	C21	61	C	63	C	2
22	MA	C22	60	C	71	B	11
23	MAS	C23	74	B	78	B	4
24	MA	C24	72	B	70	B	-2
25	MD	C25	74	B	74	B	0
26	MFS	C26	65	C	74	B	9
27	MJA	C27	70	B	74	B	4
28	M	C28	65	C	70	B	5
29	MNA	C29	56	D	70	B	14
30	M	C30	64	C	66	C	2
31	M	C31	65	C	74	B	9

32	NH	C32	65	C	78	B	13
33	NSK	C33	74	B	78	B	4
34	NR	C34	58	D	75	B	17
35	R	C35	73	B	78	B	5
36	RA	C36	63	C	75	B	12
37	S	C37	70	B	74	B	4
38	WAS	C38	56	D	61	C	5
39	YD	C39	65	C	74	B	9
Mean			65.243 58		71.61538 46		

A = Very Good      B = Good      C = Poor      D = Very Poor

The Table 4.22 showed that the students' score is mostly increase. Significantly in experiment class than control class, it seems from the median of the both.

## **B. Result of Data Analysis**

### **1. Testing of Normality and Homogeneity**

The writer calculates the result of pre-test and post-test score of experiment and control class by using SPSS 18.0 program. It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Also, homogeneity is used to know whether experiment class and control class, that are decided, come from population that has relatively same variant or not.

#### **a. Testing of Normality and Homogeneity of Pre-Test of Experiment and Control Class**

**Table 4.23 Testing of Normality One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test		
		VAR00001
N		78
Normal Parameters <sup>a,b</sup>	Mean	65.72
	Std. Deviation	6.658
Most Extreme Differences	Absolute	.111
	Positive	.111
	Negative	-.099
Kolmogorov-Smirnov Z		.983
Asymp. Sig. (2-tailed)		.289
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the calculation uses SPSS 18.0 program, the asymptotic significant normality of experiment class and control class is 0.289. Then the normality both of class is consulted with table of Kolmogorov- Smirnov with the level of significant 5% ( $\alpha=0.05$ ). Since asymptotic significant of experiment and asymptotic significant of control=  $0.289 \geq \alpha = 0.05$ . It can be concluded that the data distribution is normal.

**Table 4.24 Testing Homogeneity Levene's Test of Equality of Error Variances<sup>a</sup>**



### Test of Homogeneity of Variances

Dependent variable: Achievement

Levene Statistic	df1	df2	Sig.
1.631	10	26	.153

Based on the result of homogeneity test, the data are homogeneous if the significant<sub>value</sub> is higher than significant level  $\alpha = 0.05$ . Table 4.24 proves that the significant<sub>value</sub> (0.153) is higher than significant level  $\alpha = 0.05$ , it can be concluded that the data are homogeneous. It means that both of classes have same variants.

### b. Testing of Normality and Homogeneity for Post-Test of Experiment and Control Class

**Table 4.25 Testing of Normality One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test		
		VAR00002
N		78
Normal Parameters <sup>a,b</sup>	Mean	73.33
	Std. Deviation	4.642
Most Extreme Differences	Absolute	.134
	Positive	.091
	Negative	-.134
Kolmogorov-Smirnov Z		1.184
Asymp. Sig. (2-tailed)		.121
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the calculation uses SPSS 18.0 program, the asymptotic significant normality of experiment class and control class are 0.121. Then the normality both of

class are consulted with table of Kolmogorov- Smirnov with the level of significant 5% ( $\alpha=0.05$ ). Since asymptotic significant of experiment and asymptotic significant of control=  $0.121 \geq \alpha = 0.05$ . It can be concluded that the data distribution is normal.

**Table 4.26 Testing of Homogeneity Levene's Test of Equality of Error Variances<sup>a</sup>**

<b>Test of Homogeneity of Variances</b>			
Dependent variable: Achievement			
Levene Statistic	df1	df2	Sig.
2.058	7	30	.80

Based on the result of homogeneity test, the data are homogeneous if the significant<sub>value</sub> is higher than significant level  $\alpha= 0.05$ . Table 4.26 proves that the significant<sub>value</sub> (0.80) is higher than significant level  $\alpha= 0.05$ , it can be concluded that the data are homogeneous. It means that both of classes have same variants.

## **2. Testing Hypothesis**

### **a. Testing Hypothesis Using T-test**

The writer uses t-test statistical calculation with significant level of the the refusal null hypothesis  $\alpha= 0.05$ . The writer uses manual calculation and SPSS 18.0. Program test the hypothesis using t-test statistical calculation. The criteria of  $H_a$  is accepted when  $t_{\text{observed}} > t_{\text{table}}$ , and  $H_o$  is refused when  $t_{\text{observed}} < t_{\text{table}}$ . The result of testing hypothesis explained in the following table.

**Table 4.27 The Standard Deviation and the Standard Error of  $X_1$  and  $X_2$**

Variable	The Standard Deviation	The Standard Error
$X_1$	3.71145	0.6020
$X_2$	4.61664	0.748917

Where:

$X_1$  = Experimental Class

$X_2$  = Control Class

The table shows the result of the standard deviation calculation of  $X_1$  is 3.71145 and the result of the standard error mean calculation is 0.6020. The result of the standard deviation calculation of  $X_2$  is 4.61664 and the result of the standard error mean calculation is 0.748917.

The next step, the writer calculates the standard error of the differences mean between  $X_1$  dan  $X_2$  as follows:

$$SE_{M1}-SE_{M2} = \sqrt{SE_{m1}^2 + SE_{m2}^2}$$

$$SE_{M1}-SE_{M2} = \sqrt{0.6020^2 + 0.748917^2}$$

$$SE_{M1}-SE_{M2} = \sqrt{0.362404 + 0.56087667288}$$

$$SE_{M1}-SE_{M2} = \sqrt{0.92328067288}$$

$$SE_{M1}-SE_{M2} = 0.92328067288$$

The calculation above shows the standard error of the differences mean between  $X_1$  dan  $X_2$  is 0.92328067288. Then, it is inserted to the  $t_o$  formula to get the value of  $t_{\text{observed}}$  as follows:

$$t_o = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

$$t_o = \frac{74.8846 - 71.6153846}{0.92328067288}$$

$$t_o = \frac{3.2692154}{0.92328067288}$$

$$t_o = 3.5408684$$

With the criteria:

If t-test ( $t_{\text{observed}} \geq t_{\text{table}}$ ), it means  $H_a$  is accepted and  $H_0$  is rejected.

If t-test ( $t_{\text{observed}} < t_{\text{table}}$ ), it means  $H_a$  is rejected and  $H_0$  is accepted.

Then, the writer interprets the result of t-test. Previously, the writer accounts the degree of freedom (df) with the formula:

$$\begin{aligned} df &= (N_1 + N_2 - 2) \\ &= (39 + 39 - 2) \\ &= 76 \end{aligned}$$

$t_{\text{table}}$  at df 76 at 5% significant level = 1.99

The calculation above shows the result of t-test calculation as in the table follows:

**Table 4.28 The Result of T-test**

Variable	$t_{\text{observed}}$	$t_{\text{table}}$		Df
		5%	1%	
$X_1 - X_2$	3.5408684	1.99	2.64	76

Where:

$X_1$  = Experimental Class

$X_2$  = Control Class

$t_{\text{observed}}$  = The calculated Value

$t_{\text{table}}$  = The distribution of t value

df = Degree of Freedom

The result of hypothesis test calculation (Table 4.27) proves that the value of  $t_{\text{observed}}$  is higher than the value of  $t_{\text{table}}$  at the level of significant in 5% or 1% that is  $1.99 < 3.5408684 > 2.64$ . It shows that  $H_a$  is accepted and  $H_0$  is rejected. From the result of hypothesis test can be described, students who taught by using cartoon movie gave significant effect on the students' vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. On the other hand, students who taught by non cartoon movie do not have better vocabulary achievement than those taught by cartoon movie. Simply, it can be interpreted that null hypothesis is rejected.

#### **b. Testing Hypothesis Using SPSS Program**

The writer also applies SPSS 18.0 program to calculate t-test in testing hypothesis of the study which supports the result of manual calculation. The result of the test using SPSS 18.0 program can be seen as follows:

**Table 4.29 The Calculation of T-test Using SPSS 18.0**

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
S c o r e	Equal variances assumed	2.441	.122	3.201	76	.002	3.179	.993	1.201 5.158
	Equal variances not assumed			3.201	71.457	.002	3.179	.993	1.199 5.160

Table 4.29 reports that  $H_a$  is accepted. It is found that the result of  $t_{\text{observed}} = 3.201$  is higher than  $t_{\text{table}} = 1.99$  in the significant level of 5% and 2.64 in the significance level of 1%. It can be interpreted that alternative hypothesis ( $H_a$ ) is accepted. It means students who taught using cartoon movie give significant effect on the students' vocabulary score and have better vocabulary score than those taught without cartoon movie.

### C. Interpretation

The hypothesis testing uses T-test to measures the significant effect of using cartoon toward students' vocabulary score. Based on the manual calculation and SPSS 18.0 program of T-test the  $t_{\text{observed}} = 3.201$  is consulted with  $t_{\text{table}}$  with significant level 5% (1.99) and 1% (2.64) or  $1.99 < 3.201 > 2.64$ . It can be concluded that using cartoon movie toward students' vocabulary score is significant.

The result of calculation proves that  $H_a$  stating there is significant effect of cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya is accepted and  $H_0$  stating there is no significant effect of cartoon movie toward vocabulary score at the seventh graders of Muslimat Nu Palangka Raya is rejected. It means, the students who taught with cartoon movie have better vocabulary score than the students who taught without cartoon movie.

#### **D. Discussion**

The result of analysis shows that there is significant effect of using cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. In line with the theory of vocabulary which is described previously, the writer asked the students to identify the kind of vocabularies such as noun, adjective, and verb through cartoon movie. And the students felt motivated by the use of cartoon movie to improve their vocabularies. The students who are taught using cartoon movie get higher score in post-test with mean (74.8846) than those students who are taught by conversional method with mean (71.6153846). Moreover, after the data calculates using T-test and it is found the  $t_{\text{observed}}$  is 3.5408684 and  $t_{\text{table}}$  1.99. It means that  $t_{\text{observed}} > t_{\text{table}}$ .

According to the previous studies in chapter II, the writer took three similar topic about cartoon movies and all of the theories which are described are confirmed, as seen in the Yunita Widyawaty's thesis, She found that the cartoon movies helped in teaching a foreign language in order to be able to communicate in a simple English, and the writer also found that the students felt motivated by the use of



cartoon movies, it is seen from the vocabularies' list made by the students. The second previous study is in Margondo's thesis, based on the findings in this thesis. The cartoon movies is a good media in teaching English to enhance the students' vocabulary mastery, and the writer's findings and this findings is confirmed, there was a similarity. The last is Fitri Kurniaty's thesis, cartoon movies help children in learning English, especially to aim in improving English vocabulary for children. The writer also found a similar finding. So, based on the explanation above, all of the theories and findings in previous studies is confirmed.

To supports the result of testing hypothesis, the writer also calculates the hypothesis using SPSS 18.0 program. The result of the analysis shows that the students who are taught by using cartoon movie give significant effect on the vocabulary score. It is proved by the value of  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  at 5% and 1% significant level or  $1.99 < 3.201 > 2.64$ . This finding indicates that the alternative hypothesis stating that there is any significant effect of using cartoon movie toward vocabulary score of the seventh graders is accepted. On contrary, the null hypothesis is rejected.

From the observation of teaching learning process, it can be seen many improvement from students' side. In the pre-observation, many students seemed not to have motivation, they got boredom in vocabulary class and they got difficulty to remember the vocabulary. These behaviour started to change where teaching learning process had done well. The class condition was better than previous meeting. There several result of implementation of using cartoon movie in vocabulary. First, based



on in teaching learning process, the students understand what should they do and write when the researcher show the cartoon movie. The finding is suitable with London Holmes statement which had been explained in chapter II page 51 that cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws.

Second, the students were motivated to increase the vocabulary. They could combine the vocabulary based on daily activity. They had developpe their vocabulary easily. It indicates that cartoon movie is very useful for language learning in understanding their material. It gives them motivation to remember the vocabulary, and can guide them to learn the material, in vocabulary aspect for example. This finding is related to Pande which the statement in chapter II page 52, he said that cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of critizing a person or event with some thoughts. A cartoon movie is a special form of art to present amusing appearance with the help of colorful moving diagram exaggerated.

Third, the implementation had done can build students' interest in learning language through cartoon movie. It is related to Jeremy Harmer statement which also had been explained in chapter II page 54-55 that cartoon movie has the advantages of vocabulary in teaching and learning process.

No	Advantage of Cartoon Movie	Proof
1	Seeing language-in-use	The students did not just hear the conversations language. But, they could also see the expression how the speakers speak the conversation.
2	Cross-cultural awareness	The cartoon movie shows the culture of the country. For Example: c.In Doraemon movie shows Japan culture. b.In Detective movie shows Japan culture. c.In Aladdin movie shows Arabian culture. So, after see the cartoon saw movie the students' can understand about the culture of the country in cartoon movie.
3	The power of creation	The cartoon movie can grow up the students' imagination and can grow up the students' creativity.
4	Motivation	The cartoon movie can give up motivation for students'. For Example: In cartoon Doraemon and cartoon Detective Conan the way shows of the study, the friendship and struggle. And the cartoon movie Aladdin gives the way friendship and struggle.

Based on statements above can stated using cartoon movie gives effect on the students' vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya, the students could remember and to increase the vocabulary on daily activity. Besides, cartoon movie is an interesting technique for the students because it is a completely new technique for the students of MTs Muslimat Nu Palangka Raya. It was showed from the students' response that they were very enthusiastic when they were taught by using cartoon movie.

Based on the research finding, also indicates students' score in control class who taught by conversional teaching, also improved from Pre- test to Post- test. It is caused by familiar theme that applied in teaching vocabulary because it is based on their experiences. Also, the writer who asked the students made outline before writing the paragraph, it made the students easily to analyze the organization concerning orientation, events, and re-orientation of the story. It can be concluded that any factors also improve the students' score on this study besides the effect of using picture series as media in teaching writing recount text such as based on their experiences, familiar theme and dictionary that they used to find new vocabulary. Teaching writing using Picture Series is more interesting and can help students to get the ideas. The students might be motivated to write their story chronologically. Also, they can enjoy.

## **CHAPTER V CLOSURE**

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study is the resumes of chapter I till chapter III and the answer of the problem of the study which the finding is based on the result of data analysis. The suggestion is expected to make batter improvement and motivation for students, teacher and researcher related with the teaching learning of vocabulary by cartoon movie.

### **A. Conclusion**

Based on the observation in MTs Muslimat Nu Palangka Raya as stated in chapter I which there were some problems found when the students learn vocabulary. The writer chose the seventh grades of MTs Muslimat Nu Palangka Raya, because based on observation; the teacher stated that the students have lack vocabulary, so the students are not able to fulfill achievement of competency into syllabus. The teacher still uses conventional method when she teaches to the students. It make the students very bored in learning of English because they only hear what the teacher said.

Based on the research conducted at the seventh graders of MTs Muslimat Nu Palangka Raya, where the writer used experimental design, the writer put forward conclusion that the students could get better vocabulary score through cartoon movie. The students write the noun, verb and adjective of any vocabulary based on the cartoon movie.

The result of data analysis shows that vocabulary score which gained by students before and after conducting treatment, there are significantly different, it can be seen from the following fact. First, the result of t-test using manual calculation shows that the calculation value  $t_{\text{observed}}$  is greater than  $t_{\text{table}} = 1.99 < 3.5408684 > 2.64$ . Second, the result of t-test using SPSS 18.0 calculation found the value  $t_{\text{observed}}$  is higher than  $t_{\text{table}} = 1.99 < 3.201 > 2.64$ . This indicates that the alternative hypothesis stating that there is significant effect of cartoon movie toward vocabulary score is accepted. Meanwhile, the null hypothesis stating that there is no significant effect of cartoon movie toward vocabulary score is rejected. It implicates that if the students taught using cartoon movie, their score would be higher than without using cartoon movie.

## **B. Suggestion**

Based on the research finding, there are some suggestions which are addressed to the teachers, students, and other researcher.

### **1. The Teachers**

Based on the research finding, cartoon movie gave effect toward students' vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. Therefore, the writer suggests, teacher should be more creative and innovative to select the teaching strategy to deliver their material because it helps the students to felt motivated and enthusiasm. They could find a good instructional media to get their students' interest in learning English, especially in vocabulary. Cartoon movie would

be helpful to improve students' vocabulary score, therefore the teacher needs to maintain using cartoon movie in the next new academic year.

## **2. The Students**

Based on the research finding, cartoon movie used in teaching vocabulary can improve the students' score in vocabulary. Also cartoon movie help them to improve their vocabulary in daily activity especially, noun, verb and adjective were improved based on the example given on the cartoon movie. In sum, the writer suggests to the students to do more practicing vocabulary exercise in order to get better in mastery of vocabulary.

## **3. The Other Researchers**

The writer realizes that the design of study in this thesis is very simply. In this case, there are still many weakness that can be found out. The writer would like to suggest some ideas for further research. Future researchers are suggested to conduct a similar study on the other skills or components like writing, listening, reading, or speaking skill or vocabulary and grammar for the improvement of the teaching English. They are also suggested improving the study with the better design in order to support the result finding. In other word, hopefully further research will complete this technique.



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